

Z  
1037  
.591  
1940  
Copy 2

**THE BIRTHRIGHT  
OF BABYHOOD**

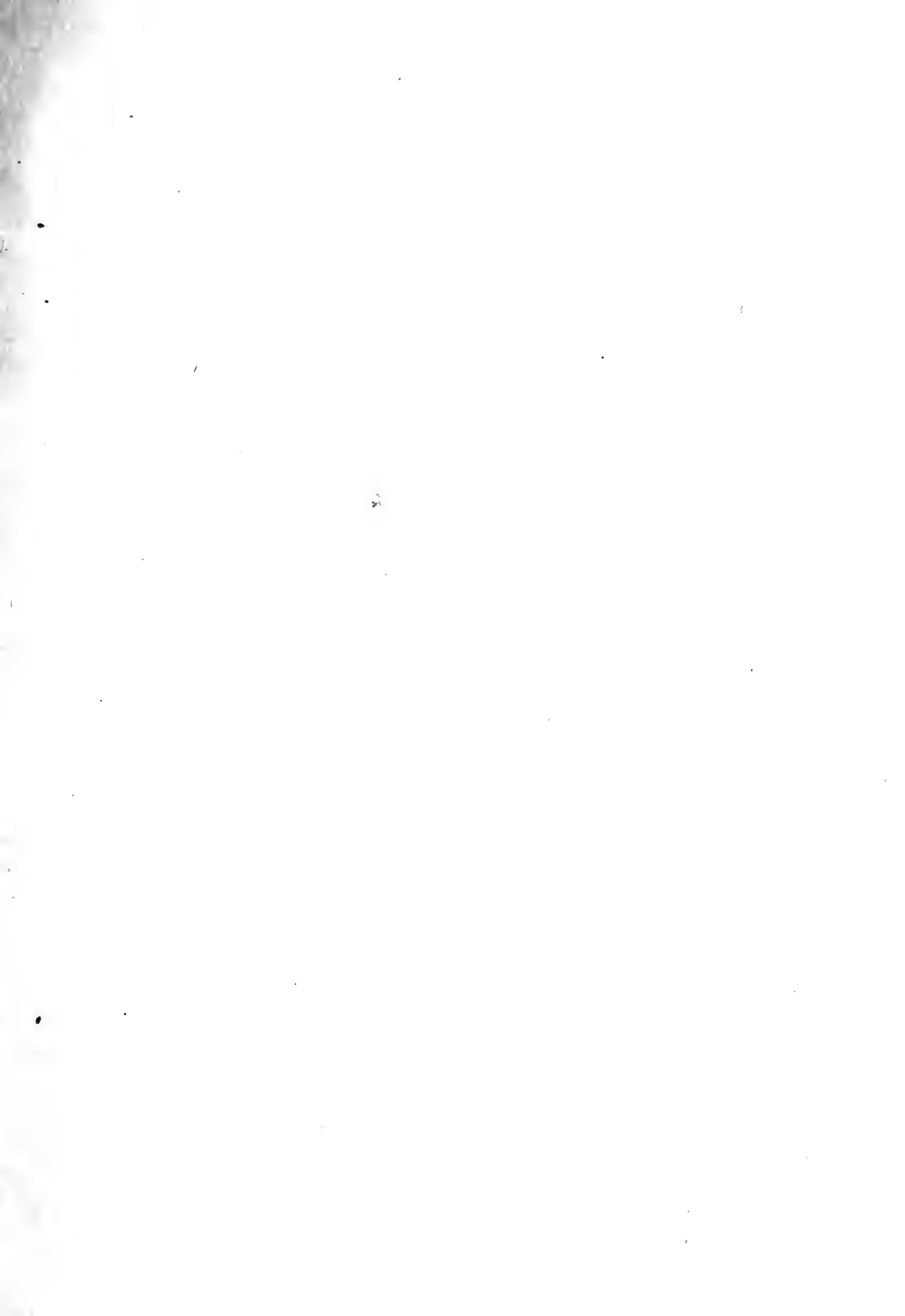
FT MEADE  
GenColl



Class \_\_\_\_\_

Book \_\_\_\_\_

COPYRIGHT DEPOSIT





# THE BIRTHRIGHT OF BABYHOOD







A TYPICAL SCENE IN THE MOTHERS' ROOM OF THE YOUNGSTOWN PUBLIC LIBRARY

# THE BIRTHRIGHT OF BABYHOOD

*New Enlarged Edition*

*by*

CLARENCE WESLEY SUMNER

III

*With an Introduction by*  
GARRY C. MYERS



ALBERT WHITMAN & CO.  
CHICAGO 1940 ILLINOIS

COPYRIGHT, 1940  
BY ALBERT WHITMAN & CO.

COPYRIGHT, 1936  
BY CLARENCE WESLEY SUMNER

Z1037  
.S91  
1940  
Copy 2

*To*

*A Mother who knew her job — My Wife*



Printed in the U.S.A.

©CIA

138833

APR -4 1940

41

## INTRODUCTION

CLARENCE WESLEY SUMNER seems to have a habit of pioneering. About seventeen years ago, November 1, 1919, he stepped ahead and developed a systematic plan for extending the service of the public library to hospitals, working out a library technique that has spread world-wide.

No sooner had he seen the program well under way than he began to get visions and dream dreams of another and more daring venture into regions unexplored. Eventually he set out and blazed the trail moving forward on a new frontier. This time it is in adult education, more specifically, in parent education.

His has been a long, long adventure over a period of years culminating in the Mothers' Room of the Youngstown Public Library. In a forceful way the author tells us all about it, with the principles that are involved, in this delightful volume, *The Birthright of Babyhood*.

Beginning when his eighteen-year-old son was born, he and his wife gradually acquired the concrete first-hand experience out of which the Mothers' Room idea evolved. They deliberately set out with a purpose to cultivate in this child from infancy the love of books and reading. Looking about them and digging into literature they found that a few other children had acquired the love of books in a similar fashion. Through the years of contact with many other parents they were

## INTRODUCTION

able to inspire a number of them to do likewise and were able also to observe the good effect upon the children.

Just as Mr. Sumner's hospital-library program became the model for the nation and later spread to other countries, so this new enterprise of his is destined, no doubt, soon to be nation-wide and eventually world-wide. But useful as the hospital-library contribution was for human welfare, Mr. Sumner's latest contribution seems to have possibilities which are vastly more far-reaching.

It is not at all improbable that its influence, in years to come, will reach directly and indirectly into the majority of homes of most nations. It focuses in a very dramatic way many of the finest parent-child experiences of the ages and is buttressed by good sound principles of modern psychology.

This volume should make a strong appeal to up-and-coming librarians, parents, teachers, school administrators, parent educators, child psychologists, mental hygienists, and all others who are deeply interested in children.

I consider *The Birthright of Babyhood* and the Mothers' Room of the Youngstown Public Library, the most significant contribution to parent education—if not to education in general—in my memory.

GARRY CLEVELAND MYERS

## FOREWORD

THIS little volume has been written primarily for the benefit of mothers everywhere ; however, it is hoped that it may be of practical value to teachers in nursery schools and kindergartens, and also to elementary teachers in all schools. It is an attempt to outline the best and surest method of instilling in the child a real and lasting love of books and reading that will carry through life.

The method is based on an age-old idea and principle, and will bring rich rewards to any mother who will conscientiously apply it. While many mothers the world over have followed the plan to a greater or lesser extent, it is time that greater emphasis be given to this tried and proved method, and that every mother be urged to begin soon after the child's birth, lest she deprive him of a rich heritage that few can give so well as she herself.

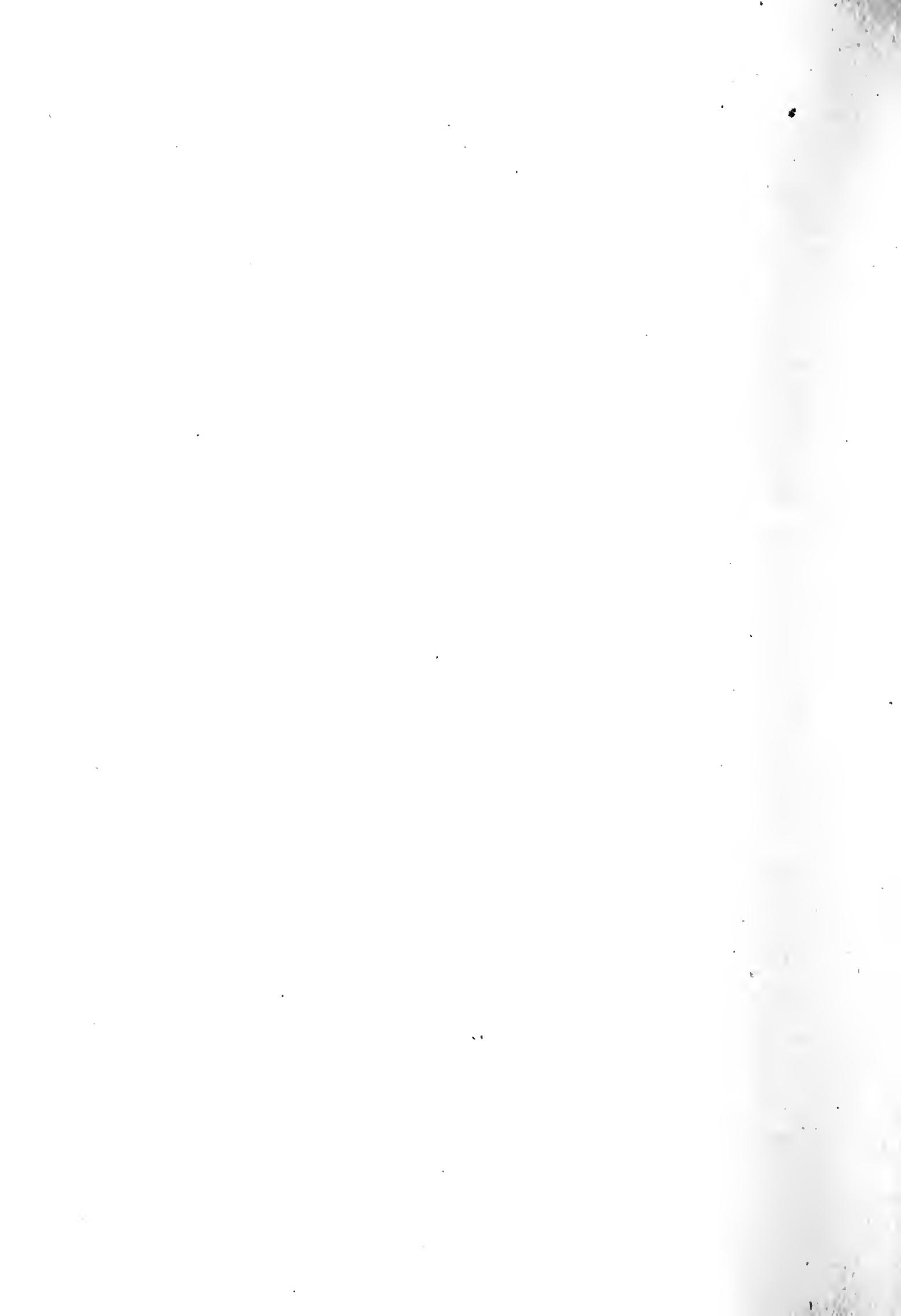
Much has been written on the health and care of the child. In more recent years increasing attention has been directed to the pre-school period. We believe that serious consideration should also be given to this vitally important matter of how and when to instill the love of books and reading in the child.

Babyhood demands its birthright.

It is every mother's job.

C. W. SUMNER

Youngstown, Ohio



## CONTENTS

### *Chapter One*

EVERY MOTHER'S OPPORTUNITY.....	17
---------------------------------	----

### *Chapter Two*

WHY THE LOVE OF BOOKS AND READING?.....	23
---	----

### *Chapter Three*

THE METHOD .....	29
------------------	----

### *Chapter Four*

THE MOTHERS' ROOM.....	39
------------------------	----

### *Chapter Five*

THE CHILD AND HIS LIBRARY.....	44
--------------------------------	----

### *Chapter Six*

READING MENU.....	51
-------------------	----

### *Chapter Seven*

SOURCES OF RECOMMENDED MATERIAL.....	66
--------------------------------------	----



## ACKNOWLEDGMENT

IN THE preparation of this volume, the author wishes to express his deep appreciation of the able and enthusiastic assistance rendered by his professional staff. He also wishes to acknowledge the helpful suggestions given by many mothers who have followed this method with success. Thanks are also due to the following persons and publishers for generous permission to use copyrighted material:

G. P. Putnam's Sons for use of the poem "The Moon" by Eliza Lee Follen in *Cambridge Book of Poetry for Children* by K. Grahame.

Mary Wilder Tileston and Little Brown & Co. for use of the poem "The Snow-bird's Song" by F. C. Woodworth in *Sugar and Spice and All That's Nice*.

Strickland Gillilan for use of his poem *The Reading Mother*.

William L. Stidger for use of his poem "A Book and a Child" from *I Saw God Wash the World*, copyright by the author.



## CHAPTER ONE

### EVERY MOTHER'S OPPORTUNITY

FOR a number of years the outstanding child training experts have been stressing the first few years as the most impressionable in the child's life for lasting influence. In line with their teachings, and because the mother and her babe are more closely associated in this first period, perhaps, than at any other time, it is highly important that she take note of this.

Whether we are building a great edifice such as a cathedral or whether we are building a life, the superstructure must rest on a solid foundation. If it is important to build so strongly for the one, it is of greater importance to do likewise for the other. This is our opportunity to lay fundamental planks which will contribute to a greater intelligence and imagination—to a more extended vocabulary and to character building.

The health and care of the child, of course, come first, and certainly every little one is entitled to a sound body and sound mind. Parents, teachers, doctors, nurses, and social workers are all striving to this end. This is as it should be. But what about a natural and enduring love of books and reading? Is not every child entitled to its birthright in this respect? Is this of so little importance that we allow it to become a mere chance affair? Every mother should recognize that she has, with her

own child from the day of its birth, the great privilege of training him to love books.

Since child psychologists and educators maintain that greater influence can be exercised during the first few years than in any other period of the child's life, why do so many mothers allow the water to run over the dam for five years—the best years in the child's life from the standpoint of lasting influence? It is in this earliest period when the mind can be stimulated and the imagination can be awakened, that this important work of instilling a real and lasting love of books and reading can best be begun. This is a matter of such vital importance that the day will come, we predict, when librarians and teachers trained for this special work will become a necessary part of the educational personnel of our schools.

There has been a growing tendency to throw an increasing burden on the teacher, and it has come to the place where we are expecting almost the impossible from the schools in the training of our children. Every mother really knows that at best the teacher has the child so few hours each day during the brief school year that there is a limit to "teacher influence."

Our appeal is made to the average mother to begin and carry on this important work with her own child in her own home. Shall we continue to overburden the teacher in the elementary school by expecting her to teach the *love* of books as well as the *mechanics* of reading? Mothers should begin this work in early infancy, almost from the day of birth, and we are confident that when more mothers realize what they themselves can accomplish in this respect with their own children, they

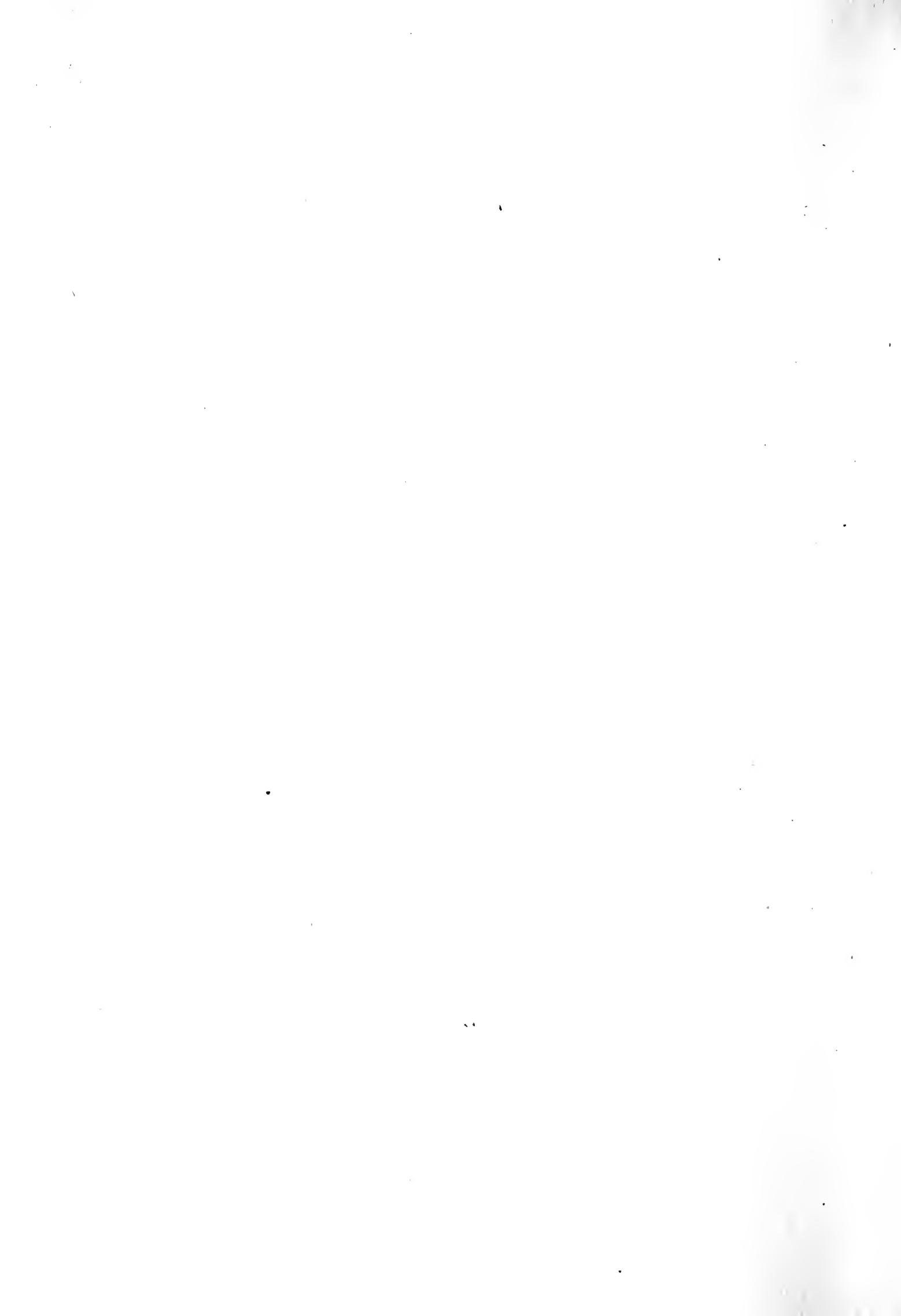
will assume their full responsibility and allow nothing to interfere with a definite plan and program. More power and glory to that wise mother who has recognized her duty and has given her child this love of books and reading.

While we emphasize that this is every mother's obligation, we include also the father and the older brother and sister whose interest can be enlisted in this work. This will relieve the mother and help to give the baby his birthright.



*“You know . . . that the beginning is the most important part of any work, especially in the case of a young and tender thing; for that is the time at which the character is being formed . . . And shall we . . . carelessly allow children to hear any casual tales which may be devised . . . , and to receive into their minds ideas . . . the very opposite of those which we should wish them to have when they are grown up. We cannot. Then the first thing will be to establish a censorship of the writers of fiction . . . and we will desire mothers and nurses to tell their children the authorized [tales] only. Let them fashion the mind with such tales, even more fondly than they mold the body with their hands; . . .”*

PLATO



## CHAPTER TWO

### WHY THE LOVE OF BOOKS AND READING?

THROUGH the ages, recorded thought has been a vital part of human history and experience. All literature bears eloquent testimony to the value of books and reading in the lives of men. It has been well said that "knowledge is power." Both individuals and nations grow and advance in proportion to their ability to interpret properly and make wise use of the growing experience of humanity, much of which is recorded in books. This is what we know as history. We need to read the lives and writings of only a few great men—philosophers, poets, men of letters, scientists, statesmen, and others—to realize fully the vital and fundamental part that books and reading have played in their lives.

There are several aspects of this subject, however, which we venture to call to the attention of parents and teachers and especially to the mothers of today. There has never been a time when it was more important to the individual to have acquired the reading habit and to have developed a real love of books than in this highly complex, ultra-practical, busy, dizzy, machine age in which we live today. Is there a mother who is not justified, even with all her usual cares and responsibilities, in assuming this added burden even though it does call for

systematic, untiring effort on her part during the first years of her child's life? It is true that the very nature of the times in which we live makes the joy of books and the love of reading more valuable possibly, more essential, more vital to the welfare and happiness of the individual than in any other day and age in the world's history. We need more time for contemplation, introspection, and repose; we need more time to live. Reading brings relaxation and takes us away from the problems and worries of everyday life. Every individual needs this great balance wheel if life is to mean more than the mere routine of living. And what about the tempo of tomorrow? Will there be any less need for the benign and quieting influence of books in the lives of men and women? We leave the answer to our reader.

And finally we submit another vital and fundamental reason for this early training of every child. If the love of books and reading is properly instilled in the child from babyhood, it will, in most cases, *carry through life*. In fact, there is serious question that if this is not acquired in early childhood, it seldom is gained in later years, at least to the same degree. This is, after all, the real reason why so many adults of our day and generation are not reading substantial and worthwhile literature. This is the reason that so few adults buy books to build up their own home libraries. This is the reason that some people buy books for furniture. Too many adults of today have failed to get something in childhood which was their inherent right to receive at "that best académé, a mother's knee." The busy man of affairs and the laborer in the ranks offer the same alibi: "I haven't time to read." As a rule, a person finds time

## WHY THE LOVE OF BOOKS AND READING? 25

to do the things he most wants to do. How much richer and fuller life can be to the man or woman who loves to read. What a heritage and what a blessing the mother can bestow upon her child that will carry on down through the years and enable him to live the more abundant life. How lonely and empty must be old age without this great blessing—a real love of reading. As the physical body weakens, life's interests lessen; and as we grow older we are compelled to give up more and more of the good things. If we love books and reading, we can actually have the world at our feet in old age.



## THE READING MOTHER

BY STRICKLAND GILLILAN

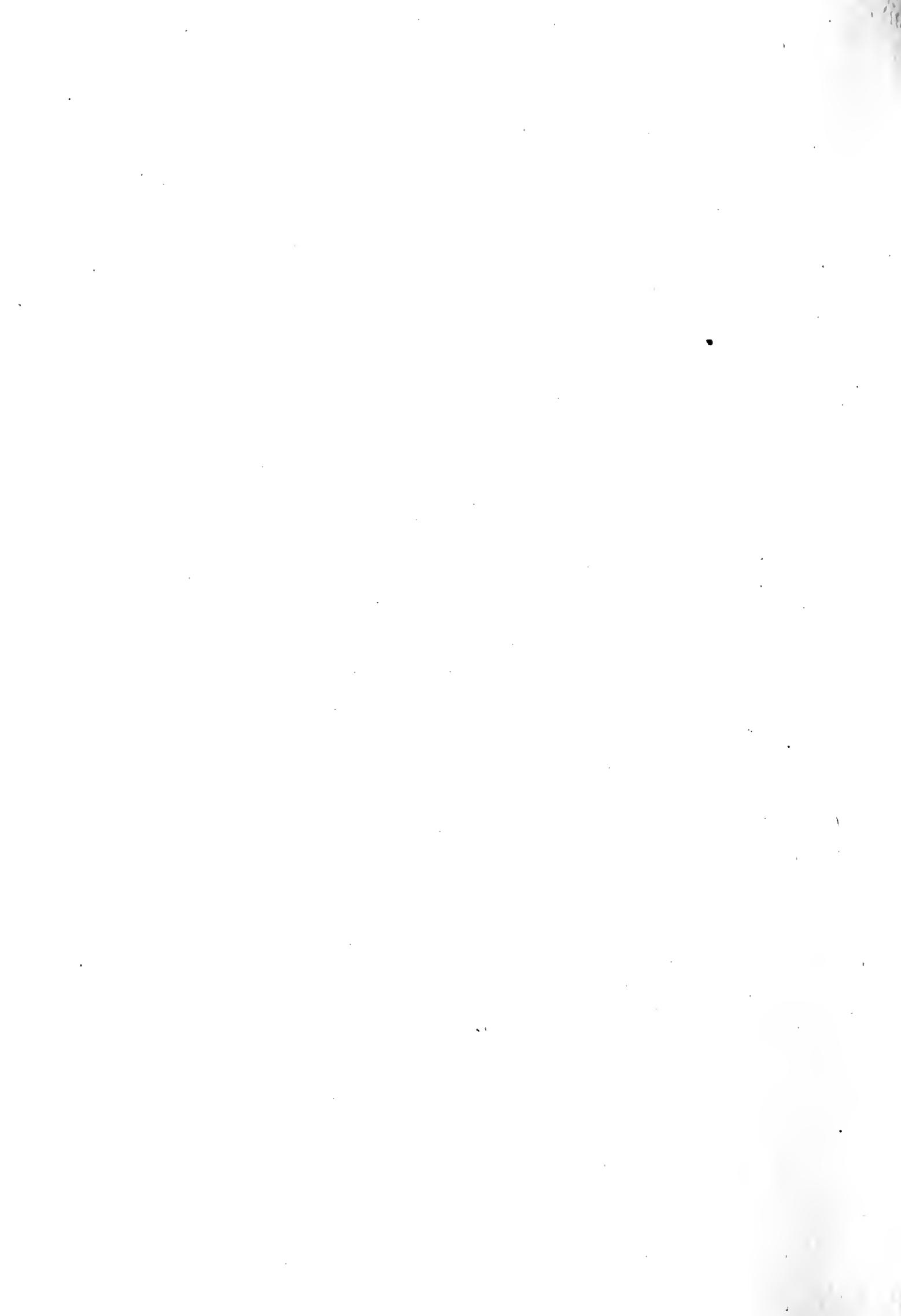
*I had a Mother who read to me  
Sagas of pirates who scoured the sea,  
Cutlasses clenched in their yellow teeth,  
"Blackbirds" stowed in the hold beneath.*

*I had a Mother who read me lays  
Of ancient and gallant and golden days;  
Stories of Marmion and Ivanhoe,  
Which every boy has a right to know.*

*I had a Mother who read me tales  
Of Gelert the hound of the hills of Wales,  
True to his trust till his tragic death,  
Faithfulness blent with his final breath.*

*I had a Mother who read me the things  
That wholesome life to the boy heart brings—  
Stories that stir with an upward touch,  
Oh, that each mother of boys were such.*

*You may have tangible wealth untold;  
Caskets of jewels and coffers of gold.  
Richer than I, you can never be—  
I had a Mother who read to me.*



## CHAPTER THREE

### THE METHOD

#### *Early Stages*

IN THE previous chapters we have earnestly endeavored to convince the mother that her baby is entitled to its birthright; that, as a matter of actual fact, whether or not her child is to be properly trained from infancy to love books and reading depends largely on her own efforts, or those of some one properly trained who will actually do this work at the right time and in the right way. Assuming that the mother is convinced of the value of this undertaking—that the result will be worth the effort—we are now ready to consider the method.

To have a restful, quiet sleep, a child must be relaxed. Soothing sounds have been calming babies for centuries. From the beginning of time it has been the universal custom of mothers to sing lullabies to their children. This is a natural manifestation of mother love which reassures and quiets the baby and soon sends him to the land of "Wynken, Blyken, and Nod." This does not mean that babies should be rocked to sleep. This practice has been proven most inadvisable, but lullabies may be given while preparing the child for bed. In fact, they can be sung at any time during the day.

Hearing is vague at birth, we are told, but after the first few days, the infant is able to hear sounds. In this

earliest period, while it may appear that he is merely soothed and quieted, yet there is an underlying influence. *This is the very first step in teaching the child the love of books and reading.* Every mother should realize this fact when she is singing or humming softly to her baby. The modern mother who is too busy to sing to her child is depriving him of an inherent right. How important it is, then, that the mother begin a systematic and definite program almost from the day of birth. This period in the daily life of the child should be as rigidly scheduled and as faithfully adhered to as his bath and meals. Without it, he is limited emotionally as well as physically, and handicapped in his start in life.

Almost every mother in every walk of life is endowed by nature with a voice suited to this type of work. It is true that she may not be able to sing difficult songs, but the soft, crooning tones of a simple lullaby are within the reach of all mothers and every baby is an appreciative audience. It is not necessary for a mother to choose a song that is definitely known as a lullaby. Any verse, simple in content, with pronounced swinging rhythm, and some repetition may be used. The soft, singing tone of the voice and its effect upon the child make it a lullaby. They should always be chosen for their simplicity and rhythm. The words are not so essential, for it is the sound that appeals.

When he has reached the age of five or six months, simple little rhymes or jingles may be used with the lullabies. Their rhythm and swing will appeal to the little one and will encourage him to try to respond to them.

As soon as the child is able to direct the use of his hands, finger plays may be introduced. In this form, also, he is able to enjoy the rhythm in the words as he hears them, and to give outward expression of that enjoyment. These movements may at first be an imitation of those of the mother, but gradually little twists and turns will be added that are the child's own invention or response. Finger plays may be used in two ways. The mother may repeat the words, using the gestures to tell the story, or she may sing them. The very little child responds more readily to the music and motions since the singing sounds are pleasing to his ear, and the movements of the parent's hands attract his eye.

The following finger plays have always appealed to children and are perhaps among the first which every mother uses:

Pat-a-cake, pat-a-cake, baker's man,  
Make me a cake as fast as you can.  
Roll it, and pat it, and mark it with a B,  
And bake it in the oven for baby and me.

Knock at the door,  
Peep in,  
Lift up the latch,  
And walk in.

Rhymes and jingles should be used continuously with the finger plays, and in fact all of this material is so closely interwoven that it may be used every day throughout the first five years of life. The ordinary child does not outgrow his love of rhymes, but he does ask the adult to enlarge his stock-in-trade and suit it to his growing comprehension, capacity, and need.

*Later Stages*

Picture books play a large part in the work of teaching a little child to love books and reading. He is attracted to color very early, and when that color is used to portray a familiar object, it becomes a joy to him. As the mother names the objects in a picture, they are placed in the child's mind, and by daily contact with them, he associates the words with the object and soon is able to name it himself.

After the growing child has a background of lullabies, rhymes, jingles, and finger plays, and has made many other contacts through the medium of picture books, he is then ready for poems. The rhymes and jingles of the babyhood days have laid a firm foundation for his love of poetry. If the poems are chosen wisely and with thought of the child's future reading in mind, he will accept them as a necessary part of his life's routine. Choose poems whose content have a real meaning to the little one; for instance, if the mother knows that her child likes a puppy or kitten, why not use one or two good verses about those pets? She will teach many lessons in this way, in addition to the cultivation of the love of poetry. From this familiar ground it should be easy to branch out to include all domestic animals. Most children do love animals and either own them or would like to own them. Thus we give the little one companions of his own age, perhaps, in connection with objects that interest him most. When choosing poems, remember that they should be short, simple in theme and language, yet pronounced in rhythmical appeal. They should contain much repetition, since

repetition will tend to make a groove in the mind which deepens day by day until the time arrives when the child will surprise everyone by repeating the poem word for word. No definite effort has been made to teach him, yet the poem as a whole has been indelibly stamped on his mind, and is a vital part of his equipment for life.

What child does not love a story? What adult does not love a story whether it be in book form or acted out upon the stage or screen? The reaction of the adult is the result of his childhood training. There are many types of stories, including those of the Bible, the fairy tale, hero and adventure stories, those of pirates and their hidden treasures, the well-known animal stories and fables, and many others. No one type can be used with every child. Watch carefully the reaction, and if it is unfavorable, use a different kind. A child easily frightened should never be told stories which would accent that tendency. Animation, expression, and a soft voice are vital to the success of good story telling and reading.

Perhaps the fables and fairy tales hold first place in the introduction of the child to the story. He lives in an imaginative world. He lives a life that is entirely apart from his own. This is especially true of the four or five-year-old. Fairy tales with their appeal to the imagination, the element of suspense, and the glamor and glitter of the general make-up are favorites. It has been shown that the element of cruelty found in some of them does not leave as great an impression upon the ordinary child as is commonly believed. It merely satisfies the primitive instincts of the race. Every boy at some

time has been a pirate, and if in childhood he was given a background of stories based on pirates, what a happy experience it has been for him. Every girl has been a Cinderella or a Gretel and is much richer because of that fact.

Stories about nature, the animals about us, or those of the forest, all have a definite place in the child's reading life. He learns history, geography, facts of science, and many other things while still too young to know the meaning of the words. Through stories, the ideas are planted in his mind, and he is imbued with the desire to know more about these things as he grows older, and can search out the truth alone.

The Bible stories have a distinct use, and nothing can take the place of them. No creed or belief can shut them out for they are vitally alive today and have been through the ages. Tell them to the child in a realistic way, and soon those splendid characters will be his constant companions. The story of Moses is one that will have a decided appeal and will inevitably call forth a multitude of questions concerning the baby himself, the lady who found him, why he did not know his own mother, and many others.

We should not lose sight of the fact that the daily handling of books by the child from infancy is an important factor in itself which has much to do with accomplishing the desired results. If, when books are first being read to a child, his interest wanes on the pages where there are only black and white drawings, color the drawings. Sometimes a little color is the charm that changes inattention to keen interest. In following the method outlined above, we should also

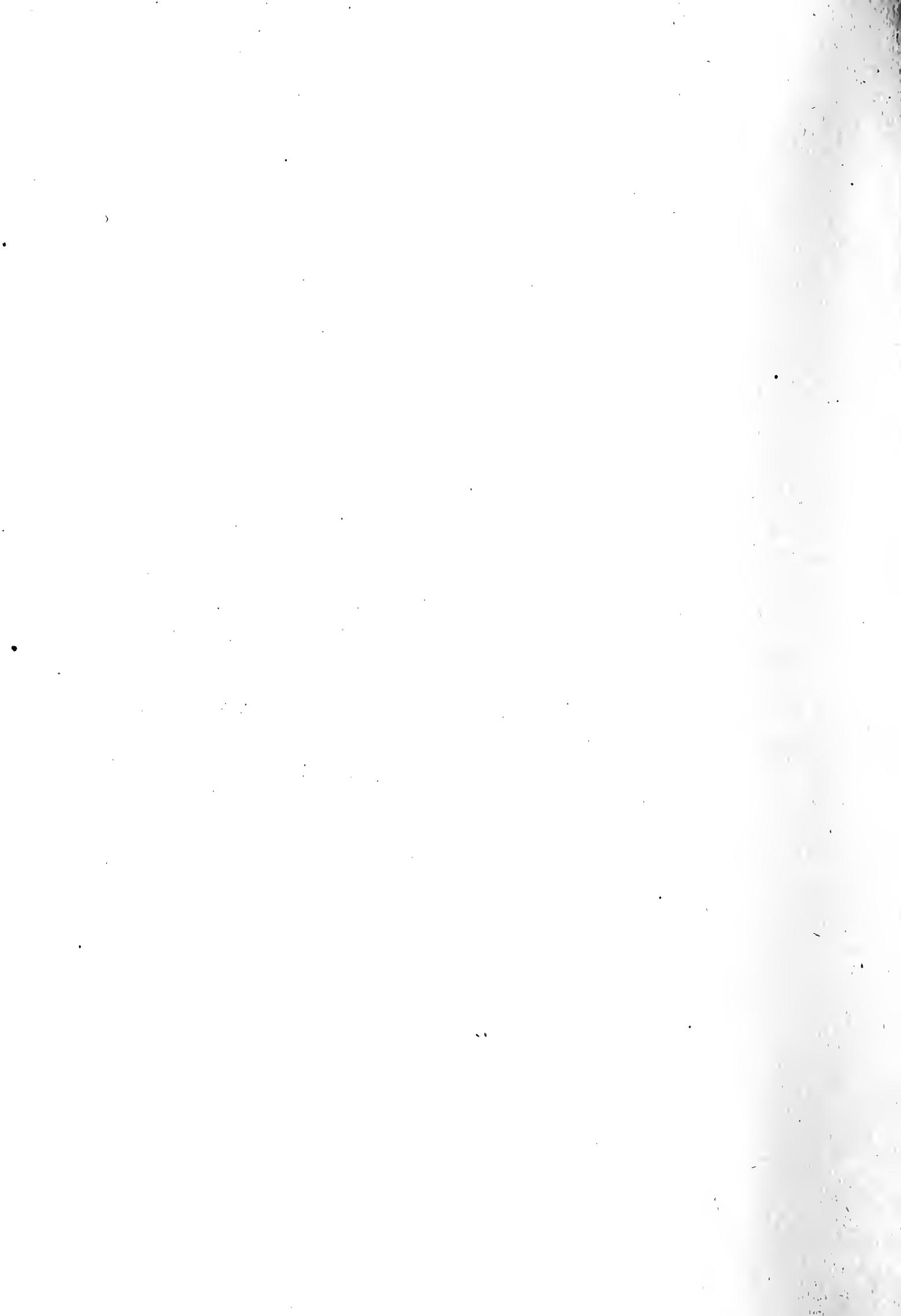
keep in mind that the child should not be forced in any way beyond his own manifested interest.

Thus, day by day, the baby should be exposed to and thoroughly saturated with rhyme, rhythm, color, and song in some form or other. We cannot emphasize too strongly that this procedure should be followed daily. It should be part of a systematic and well-organized program and by no means a hit-and-miss affair. Happy is the adult who is able to find solace and enjoyment in the companionship of books because of the fact that he became acquainted with them in his baby days.



. . . For childhood is a tender thing, and easily wrought into any shape. Yea, and the very souls of children readily receive the impressions of those things that are dropped into them while they are yet but soft; but when they grow older they will, as all hard things are, be more difficult to be wrought upon. And as soft wax is apt to take the stamp of the seal, so are the minds of children to receive the instructions imprinted on them at that age.

PLUTARCH





FATHERS AS WELL AS MOTHERS FIND TIME TO USE THE MOTHERS' ROOM



## CHAPTER FOUR

### THE MOTHERS' ROOM

THE foregoing chapter is a general summing up of the procedure to be followed by any parent. This method is the result of our experience with our own son and a number of other children whose parents have followed this program.

When our son was born, eighteen years ago, my wife and I conceived the idea of instilling in him a real and lasting love of books from infancy. As soon as he seemed able to hear sounds, we decided to test the feasibility of the idea. His mother sang lullabies with rhythmic repetitions to him daily. The measured and balanced movement of recurring sounds appeared to please and sooth him. After several months, such exercises were introduced as "pat-a-cake," "eye-winker," and "shoe the old horse." These he enjoyed and manifested his pleasure by waving his little fists and kicking his little feet. Presumably he associated the words and their rhythm with the movements, gestures, and voice variations of the mother.

The next step was to show him highly colored picture books. The pictures arrested his attention and fascinated him, at first temporarily, and later, for longer intervals. Toward the end of the first year, he was allowed to handle the book himself with his mother's

help. Beginning in earlier months she would, while he was being cared for, dressed, and bathed, talk in gentle tones about the things she was doing for him, suiting the rhythm, when possible, to the action. Also she would say jingles and nursery rhymes to him then. Long before he manifested and sustained attention to words and pictures, nursery rhymes were repeated to him over and over. Accordingly he was thoroughly exposed to and saturated with rhyme, rhythm, and song and beautiful and fascinating picture books which were used interchangeably each day. Still later he was shown little picture books which had a rhyme or story of a few sentences with each page of pictures. By gentle movements and quiet suggestion of the mother, this infant learned to handle the book and carefully turn its pages.

While he was getting his bath, or being dressed, his mother had a picture book spread open by her side and was able to read from it very easily while her hands were busy fastening or unfastening his garments. Remembering the appropriate rhymes and storiettes, she also worked out simple ways of reading to him while going about her household tasks when she discovered that the child from many readings of the same story was able to identify the first word or two on each page by its association with the picture. He sat on the floor, turning the pages and giving mother her cue. Every now and then, he would hold up the book for her to see. This was great fun for him, and for mother too, causing the time spent in routine tasks to pass very quickly. He enjoyed the brief stories and verses so much that he insisted on hearing them over and over

again. Gradually the father learned to emulate the mother and to share in her program for cultivating a love of books and reading in the child.

It was remarkable what his mother accomplished with him during the first two years of his life. This is, of course, the strategic age, the time when many life-long attitudes and habits are being formed, the time when the mother is in closer touch with her little one than she can expect to be after he has reached school age.

We did not try to teach him to read. The mechanics of reading naturally should not be attempted until the child is in school and is ready for it. Neither did we attempt to teach him to memorize. We simply wanted to give him a reading background. Nevertheless, as he grew a little older, he suddenly surprised us by repeating, word for word, his favorites. Then he tried creating stories of his own, modeling them somewhat after the ones he knew.

Thus it was we visioned a special room in the Public Library for helping other parents effect a like procedure for introducing books to their babies, and teaching them to love these books—a room with a program whereby the mother could be helped to build up a background of good reading for her little child.

For many years the Children's Room has been an established department of every public library. It is equipped with small tables and chairs and largely used by children of school age. Then why not a Mothers' Room designed for the mother and child to help build a background of good books from babyhood?

The Mothers' Room would thus serve as the "builder"

and "feeder" for the Children's Room, being the logical first unit in the program of the public library. It would also serve as the "vestibule" to the entire school program.

The Mothers' Room in the Youngstown Public Library is not just another department. The room itself is of beauty and distinction,—its early American maple furniture upholstered in warm rust, green, and browns, its tables and lamps, its Venetian shades and colorful draperies—all a departure in library furnishings—lend a quiet charm that draws the mother and also the father to a thoughtful and leisurely selection from the wealth of material at hand. Every effort has been made to make it informal and home-like. Deep, comfortable chairs, davenports, and rugs remove the formal set-up of the usual library room, but the walls lined with up-to-date publications on child training, child problems, picture and easy books furnish the inspirational bookish atmosphere. Books by standard authors and well-known illustrators are available in inexpensive as well as the more expensive editions. To this room a mother may come and find not only the old favorite rhymes, picture books, and poems, that she knew in her own childhood and wishes to include in the background of her little one's life but also the best books on parent education, child care and training. The personnel of the room has been carefully selected with the idea of helping mothers create in their children the love of books and reading.

The best books on parent education, child care and training are included in the collection.

An increasing number of young mothers are coming

to this room with their problems of general care and training of the baby or young child and are directed to the appropriate book, pamphlet, or article.

Daily it grows more apparent that the program of the Mothers' Room is irrevocably tied up with a broad program of systematic study of the infant and young child's nature and needs and his wider family relationships; more apparent, therefore, that the Mothers' Room of the Youngstown Public Library is to be a widely used center of its city and county, in parent education.

The project reaches out from the Mothers' Room to all corners of the city in contacts with interested organizations. The Parent and Teacher's Council, Mothers' Clubs, Child Study Clubs, and other organizations working in the pre-school field have received the undertaking with much enthusiasm. All have been embued with the purpose of the program.

## CHAPTER FIVE

### THE CHILD AND HIS LIBRARY

THE idea of ownership is firmly planted in everyone. If a mother desires her child to cultivate a love of books, she must permit him to have some that belong to him alone. They must be his to handle, read, enjoy, and keep.

Most children receive books as gifts from time to time. Sometimes it happens that a good book is permitted to become a discard simply because the child has had no place to keep it. He has read it, but invariably when he leaves it for a period of time, it has disappeared from sight. Nothing so discourages him as to have grown-ups scatter his belongings to the four winds, while carefully protecting their own property. So we suggest that some thought be given to a place for his books if he is to be taught really to love them.

Every parent should try to give the child a room or some section of the home for his own use. Here he may go at any time. No one should disturb his possessions or try to arrange them to suit an adult's idea of orderliness, or balance. Here he may work or play, read or sleep, as his desire may be. If he has a hobby or hobbies, he may display the result of his efforts.

Such a room should be light, airy, clean, and plainly but comfortably furnished. This is not the place for

cast-off, worn-out furniture. We would suggest several comfortable chairs, a good reading lamp, a desk, and above all, a restful atmosphere. Color in the walls, curtains, pictures, etc., is a valuable item.

Give the child the idea that a library is a growing thing. Plant the seed when he is a baby by buying a few worthwhile titles and adding to them at every opportunity. Present them in such a way that he will welcome them as new friends and companions. Let them grow in number as he grows, keeping in mind that you are not only meeting his need of today but building for the future. You are giving him the necessary tools to build a life.

It is advisable to purchase books by single titles rather than sets or series. However, school work will require a set of some standard encyclopedia. Choose books for their permanent as well as the present value. Include standard titles which have stood the test of time. As he grows older, let the child choose a title for himself occasionally, as this will encourage continued reading. Public libraries and the better bookstores have qualified assistants, familiar with the best juvenile literature, who are only too glad to advise and offer suggestions for the purchase of books.

Children value books of their own as highly as toys. They get much pleasure from building up a collection of their own, and years later, may be heard quoting an apt phrase or line from some story or poem that was a childhood friend. Why not give the child the best material for this purpose?

When choosing books, a mother should consider form as well as content. Good illustrations, print, and size

affect this choice for the little child as well as the older one. Large pictures, preferably colored, large print, and suitable length of line in regard to eye span, should be kept in mind. Tiny hands need a book that is large enough to grasp, yet not so big that they become tired in holding it. A durable cover such as linenette, or some washable material is practical. Many people buy books in a haphazard manner, but they should choose them wisely and endeavor to buy the best editions possible. Parents' magazines, parent-teacher associations, librarians, book-dealers, are all advocating this today, so that there is perhaps more intelligent buying of children's literature than ever before, but there are still many books on the market which because of their sameness, their lack of literary merit should be avoided by parents and others. There are no lovelier gifts for a child than good books. They add to the richness and fullness of life and instill the one thing that neither wealth nor effort can buy—*the habit of reading*. If the public libraries could educate the parent to realize the value of book-ownership for children, and the great joy and benefits they obtain by having books of their own to read and re-read, the battle for instilling the reading habit would be half won.

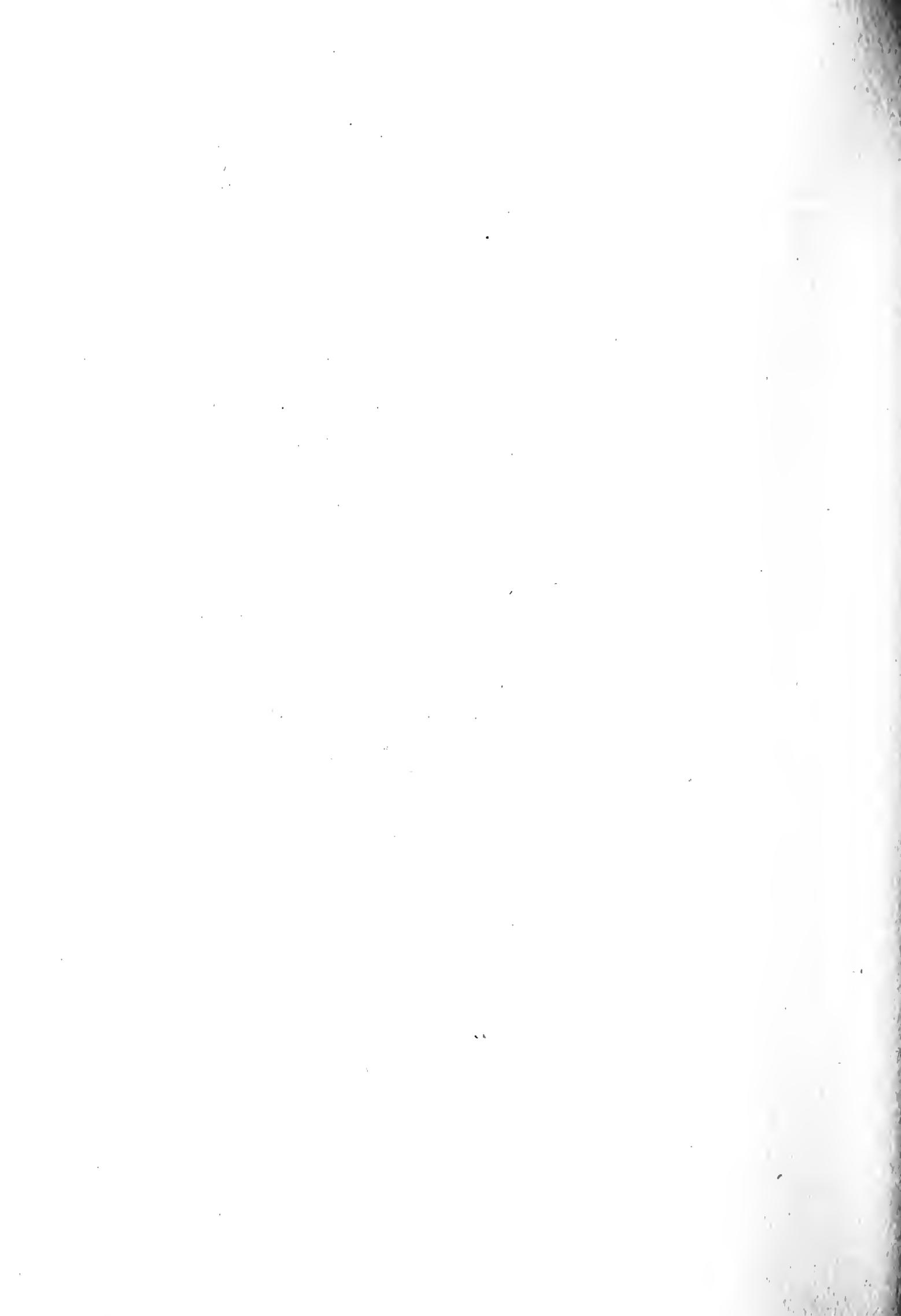
Children have favorite books as well as toys. While they may outgrow these companions, they do not wish to part with them because of the memories they hold. The little child, grown to manhood, who learned to love "The Little Red Hen" in his babyhood, will never cease to visualize her when he sees the feathered occupants of the poultry crates at the market.

It is not necessary to buy all the books desired, as

many may be obtained from the public library, and lucky is he whose mother has the "library habit" and has the children's librarian help her select books for him.

How many of us who were deprived of the privileges of the beautiful and interesting children's books of our own day wistfully look back to the time when one or two titles were cherished as treasures of gold. The companionship of those books holds memories as dear as family ties.

Thus, from a small beginning of a few worthwhile books will grow the library which in later years will serve to steady that child who will then be a man or woman. He will have learned to value his own books, to want to read more, and to buy others to build up his collection. It will be a living thing to him, started in his own home, his own room, by his far-seeing and wise parents, who believed that when they gave him books and encouraged the love of reading they built for the future.

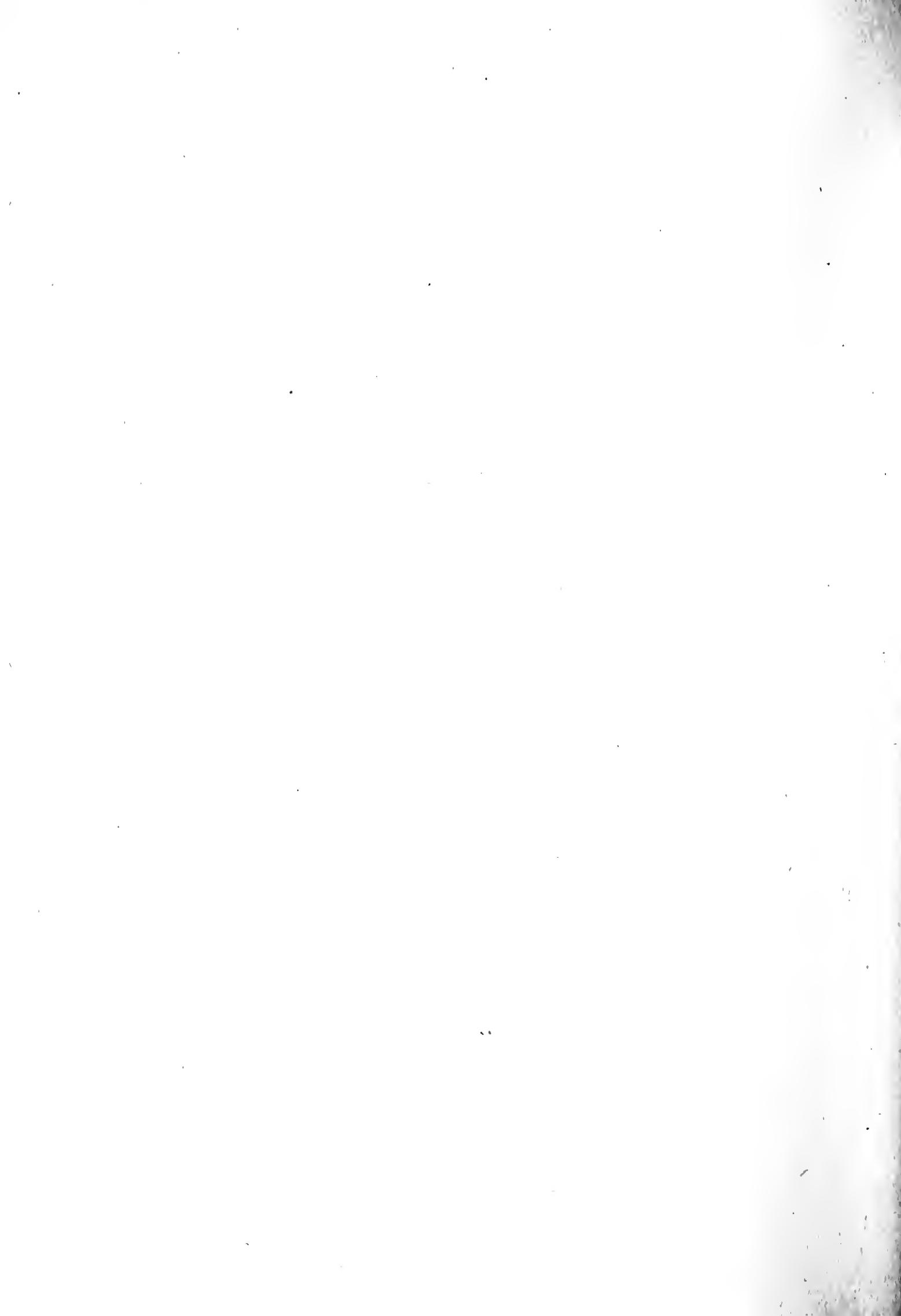


## A BOOK AND A CHILD

By WILLIAM L. STIDGER

*He who gives a child a book  
Gives that child a sweeping look  
Through its pages  
Down the ages;  
Gives that child a ship to sail  
Where the far adventures hail  
Down the sea  
Of destiny;  
Gives that child a vision, wide  
As the skies where stars abide;  
Clear and bright  
Through the night;  
Gives that child great dreams to dream,  
Sunlit ways that flash and gleam  
Where the sages  
Tramp the ages.*

From *I Saw God Wash the World*,  
Copyright by the author.



## CHAPTER SIX

### PART ONE

#### READING MENU—THE FIRST TWO YEARS

THE specific titles listed here are intended merely as examples of the type of material to be used. Other valuable selections may be found in the books recommended in this list.

Some of this material may seem difficult for the child to understand, but if the method as outlined is followed from infancy, the child will be interested and the selections will not be beyond him. Whenever possible, it is advisable to purchase the better editions. The inexpensive ones, however, some of which we have listed, will serve the purpose very well; these the mother need not hesitate to place in the child's own hands.

### ULLABIES

Bye, Baby Bunting.—Hovde, Louise: *Cradle Book of Verse.*

Hush, my baby, go to bed.—To the tune of *Ta-ra-ra Boom-der-é*.

Hush, my baby, go to bed  
 Mammy will buy you a mocking bird;  
 When dat bird can't play and sing,  
 Mammy will buy you a diamond ring.  
 When dat ring am turned to brass,  
 Mammy will buy you a looking glass;  
 When dat glass am old and broke,  
 Mammy will buy you a Billy goat.  
 When dat goat am old and bony,  
 Mammy will buy you a Texas pony;  
 When dat pony am old and gray  
 Ta-ra-ra-ra boom-de-ay!

Rock-a-bye baby, in the tree top.—Smith, E. S.  
 (comp.): *Book of Lullabies*.

Rock-a-bye baby, thy cradle is green.—Smith, E. S.  
 (comp.): *Book of Lullabies*.

Sleep, baby, sleep (German Folk Lullaby).—Tileston,  
 Mary Wilder: *Sugar and Spice*.

So-so-rock-a-bye-so.—Field, Eugene, and Hovde,  
 Louise: *Cradle Book of Verse*.

Sweet and low.—Tennyson, Alfred Lord, and Grahame,  
 K.: *Cambridge Book of Poetry for Children*.

Swing, cradle swing.—Cooper, George, and Smith, E.  
 S. (comp.): *Book of Lullabies*.

#### FINGER PLAYS AND ACTION RHYMES

##### (The) Bumble-Bee

There was a bumble-bee that lived in a barn,  
 He carried his bag-pipe under his arm;  
 He came out and he flew all about,  
 And he went buzz—z—z—z—z.

(For last line, point finger and move in zig-zag fashion through the air, as a bee flies. On last word, touch child as though a bee had lighted upon him.)

Dance, Thumbkin, dance.—Wright, Blanche Fisher (illus.): *The Real Mother Goose*.

(The) Family.

(Touch each finger in turn as lines are spoken.)

This is the father who brings us our bread;  
This is the mother who puts us to bed;  
This is the brother who plays with his ball;  
This is the sister who cuddles her doll;  
This is the baby, the darling of all.

Here goes my lord a-trot.—Tileston, Mary Wilder: *Sugar and Spice*.

Here sits the Lord Mayor.—Tileston, Mary Wilder: *Sugar and Spice*.

Jack-in-the-box.

(Close the hand with thumb inside.)

“Jack-in-the-box sits so still.  
Won’t you come out?  
Yes, I will.”

(Out jumps the thumb.)

Knock at the door.

Knock at the door,	(tap forehead)
Peep in;	(touch eyes lightly)
Lift up the latch,	(lift end of nose)
And walk in,	(point finger in open mouth)
And take a little chair	(tickle neck)
Right down there.	

Pat-a-cake.—Tileston, Mary Wilder: *Sugar and Spice.*

Ride-a-cock horse.—Tileston, Mary Wilder: *Sugar and Spice.*

Ten little grasshoppers.

Ten little grasshoppers sitting on a vine,

One ate too much green corn and then there were nine;  
Nine little grasshoppers swinging on a gate,

One fell off and then there were eight.

Eight little grasshoppers started off to heaven,

One lost his way and then there were seven.

Seven little grasshoppers lived between two bricks,

Along came a wind storm and then there were six.

Six little grasshoppers found a bee-hive,

One found a bumble-bee and then there were five.

Five little grasshoppers playing on the floor,

Pussycat passed by that way and then there were four.

Four little grasshoppers saw a green pea,

They tried to eat it and then there were three;

Three little grasshoppers longed for pastures new,

A turkey gobbler saw them and then there were two;

Two little grasshoppers sitting in the sun,

A little boy went fishing and then there was one;

One little grasshopper left *all alone*,

He tried to find his brothers and then there was none.

This little pig went to market.—Tileston, Mary Wilder: *Sugar and Spice.*

### PICTURE BOOKS

Clean Peter and the Children of Grubbylea.—Adelborg, Ottilia.

Farm Pets. Four Little Bunnies. Four Little Kittens.

Four Little Puppies.—Actual photographs by Harry W. Press.

Hey-diddle-diddle Picture Book.—Caldecott, Randolph

Johnny Crow's Garden.—Brooke, L. Leslie.

(The) Three Little Kittens.—Gabriel Pub. Co.

#### MOTHER GOOSE AND NURSERY RHYMES

Hey-diddle-diddle.—Anderson, Anne (illus.): *The Old Mother Goose*. Wright, Blanche Fisher (illus.): *Real Mother Goose*.

Humpty Dumpty.—Anderson, Anne (illus.): *The Old Mother Goose*. Wright, Blanche Fisher (illus.): *Real Mother Goose*.

Jack and Jill.—Anderson, Anne (illus.): *The Old Mother Goose*. Wright, Blanche Fisher (illus.): *Real Mother Goose*.

Little Bo-Peep.—Anderson, Anne (illus.): *The Old Mother Goose*. Wright, Blanche Fisher (illus.): *Real Mother Goose*.

Little Boy Blue.—Anderson, Anne (illus.): *The Old Mother Goose*. Wright, Blanche Fisher (illus.): *Real Mother Goose*.

Old Mother Hubbard.—Anderson, Anne (illus.): *The Old Mother Goose*. Wright, Blanche Fisher (illus.): *Real Mother Goose*.

Peter, Peter, Pumpkin Eater.—Wright, Blanche Fisher (illus.) : *Real Mother Goose*.

(*The*) Three Blind Mice.—Anderson, Anne (illus.) : *The Old Mother Goose*.

Complete version of *Ye Three Blind Mice*.—Ivimey, John.

Wee Willie Winkie.—Anderson, Anne (illus.) : *The Old Mother Goose*. Wright, Blanche Fisher (illus.) : *Real Mother Goose*.

### POEMS

Baby.—Edgar, M. G. : *Treasury of Verse for Little Children*.

Baby-bye.—*McGuffey's Second Eclectic Reader*.

Disobedience.—Milne, A. A. : *When We Were Very Young*.

I Like Little Pussy.—Taylor, Jane, and Tileston, Mary Wilder : *Sugar and Spice*.

Little Birdie.—Tennyson, Alfred Lord, and Tileston, Mary Wilder : *Sugar and Spice*.

(*The*) Moon.—Follen, Eliza Lee, and Grahame, K. : *Cambridge Book of Poetry for Children*.

Oh, look at the moon  
She is riding so high;  
Oh, Mother, she looks  
Like a lamp in the sky.

Last week she was smaller  
And shaped like a bow;  
But now she is larger,  
And round like an O.

My Shadow.—Stevenson, Robert Louis: *Child's Garden of Verse*.

Three Little Foxes.—Milne, A. A.: *When We Were Very Young*.

(The) Three Little Kittens.—Follen, Eliza Lee, and Tileston, Mary Wilder: *Sugar and Spice*.

Time to Rise.—Stevenson, Robert Louis: *Child's Garden of Verse*.

Twinkle-twinkle Little Star.—Tileston, Mary Wilder: *Sugar and Spice*.

#### FABLES AND FAIRY TALES

(The) *Cock, the Mouse and the Little Red Hen*.—Lefevre, Felicite.

(The) *Hare and the Tortoise*.—Scudder, Horace: *The Children's Book*.

(The) *Lion and the Mouse*.—Scudder, Horace: *The Children's Book*.

(The) *Little Grey Goose*.—Lefevre, Felicite.

## STORIES

*Across the Cotton Patch*.—Credle, Ellis.

*Baby Animals*.—Talbot, Ethel.

*Bojabi Tree*.—Rickert, Edith.

*Down Down the Mountain*.—Credle, Ellis.

*Elisabeth the Cow Ghost*.—DuBois, William Pène.

*Four Friends*.—Paull, Grace.

*(The) Gingerbread Boy*.—Piper, Watty (ed.).

*I Know a Surprise*.—Baruch, Dorothy.

*Jean and Jon Are Six*.—Quigg, Jane.

*Karl's Wooden Horse*.—Donaldson, Lois.

*Little Black Sambo*.—Bannerman, Mrs. Helen.

*(The) Little Old Woman Who Used Her Head*.—Newell, Hope.

*Little Small Red Hen*.—Byron, May: *Altemus Wee Book*.

*Tale of Benjamin Bunny*.—Potter, Beatrix.

*Tale of Peter Rabbit*.—Potter, Beatrix.

*(The) Three Bears*.—Wadsworth, Wallace (ed.).

*(The) Three Little Pigs*.—Piper, Watty (ed.).

PART TWO

READING MENU—FROM TWO TO  
FIVE YEARS

PICTURE BOOKS

*A B C Book*.—Fall, C. B.

*Alphabet*.—Lenski, Lois.

*Angus and the Ducks*.—Flack, Marjorie.

*Animal Picture Book*.—Batten, H. Mortimer.

*Ask Mr. Bear*.—Flack, Marjorie.

*Bible Picture Book*.—Chalmers, Muriel (ed.).

*Farm Book*.—Smith, E. Boyd.

*Farmer in the Dell*.—Hader, Berta and Elmer.

*Golden Goose and the Three Bears*.—Brooke, L. Leslie  
(illus.).

*Ola*.—Aulaire, Ingri d' (Mortenson), and Aulaire,  
Edgar Parin d'.

*Pelle's New Suit*.—Beskow, Elsa.

*Picture Book of Animals*.—Lord, Isabel Ely.

*(A) Roundabout Turn*.—Charles, Robert H.

(*The*) *Second Picture Book of Animals*.—Lord, Isabel Ely.

*Story of Noah's Ark*.—Smith, E. Boyd.

*When the Root Children Wake Up*.—Olfers, Sibylle von.

#### RHYMES

(*The*) *Baby*.—Chute, Marchette Gaylord: *Rhymes about Ourselves*.

*Brownie Books* (9 v.).—Cox, Palmer.

*Fingers and Toes*.—Guiterman, Arthur, Untermeyer, Louis, Mammes, Clara and David (ed.): *New Songs for New Voices*.

(*The*) *Jumblies*.—Lear, Edward: *Nonsense Songs*.

(*The*) *Owl and the Pussycat*.—Lear, Edward: *Nonsense Songs*.

*Presents*.—Chute, Marchette Gaylord: *Rhymes about Ourselves*.

#### POEMS

(*The*) *Duel*.—Field, Eugene: *Complete Poems*.

(*The*) *Funniest Thing in the World*.—Riley, James Whitcomb: *Child Rhymes*.

(*The*) *Furry Bear*.—Milne, A. A.: *Now We Are Six*.

*Howdy—Mr. Hop-toad*.—Riley, James Whitcomb: *Child Rhymes*.

READING MENU—FROM TWO TO FIVE YEARS 61

Kitty.—Prentiss, E.: *Cambridge Book of Poetry for Children.*

Little Boy Blue.—Field, Eugene: *Lullaby Land.*

(The) Little Kitty.—Prentiss, E. P., and Tileston, Mary Wilder: *Sugar and Spice.*

Little Orphant Annie.—Riley, James Whitcomb: *Child Rhymes.*

(The) Man in the Moon.—Riley, James Whitcomb: *Child Rhymes.*

Our Hired Girl.—Riley, James Whitcomb: *Child Rhymes.*

Out to Old Aunt Mary's.—Riley, James Whitcomb: *Child Rhymes.*

*Pied Piper of Hamelin.*—Browning, Robert.

Raggedy Man.—Riley, James Whitcomb: *Child Rhymes.*

(The) Snow-Bird's Song.—Woodworth, F. C., and Tileston, Mary Wilder: *Sugar and Spice.*

The ground was all covered with snow one day,  
And two little sisters were busy at play,  
When a snow-bird was sitting close by on a tree,  
And merrily singing his chick-a-dee-dee,  
    Chick-a-dee-dee, chick-a-dee-dee.  
And merrily singing his chick-a-dee-dee.

He had not been singing that tune very long  
Ere Emily heard him so loud was his song;  
“Oh, sister, look out of the window,” said she;  
“Here’s a dear little bird singing chick-a-dee-dee,

Chick-a-dee-dee, chick-a-dee-dee.  
Here's a dear little bird singing chick-a-dee-dee.

“Oh, mother, do get him some stockings and shoes,  
And a nice little frock, and a hat, if he choose;  
I wish he'd come into the parlor and see  
How warm we would make him, poor chick-a-dee-dee,  
Chick-a-dee-dee, chick-a-dee-dee.  
How warm we would make him, poor chick-a-dee-dee.”

“There is One, my dear child, though I cannot tell who,  
Has clothed me already, and warm enough too;  
Good-morning!—Oh, who are as happy as we?”  
And away he went singing his chick-a-dee-dee,  
Chick-a-dee-dee, chick-a-dee-dee.  
And away he went singing his chick-a-dee-dee.

Spider and the Fly.—Howitt, Mary, and Edgar M. G.:  
*Treasury of Verse for Little Children.*

Sugar Plum Tree.—Field, Eugene: *Lullaby Land.*

’Twas the Night Before Christmas.—Moore, Clement C.

Twice Times.—Milne, A. A.: *Now We Are Six.*

Wet Weather Talk.—Riley, James Whitcomb: *Child Rhymes.*

(The) Worm.—Bergengren, Ralph: *Jane, Joseph and John.*

Wynken, Blynken and Nod.—Field, Eugene: *Lullaby Land.*

## FABLES AND FAIRY TALES

Aladdin.—Ed. by Wiggin and Smith: *Tales from the Arabian Nights.*

Ali Baba and the Forty Thieves.—Ed. by Wiggin and Smith: *Tales from the Arabian Nights.*

*Baby's Own Aesop.*—Aesop.

Cinderella.—Scudder, Horace: *The Children's Book.*

Hansel and Gretel.—Grimm, Jacob and Karl: *Fairy Tales.*

(The) History of Tom Thumb.—Scudder, Horace: *The Children's Book.*

Jack and the Beanstalk.—Scudder, Horace: *The Children's Book.*

Little Red Riding Hood.—Scudder, Horace: *The Children's Book.*

Puss-in-boots.—Scudder, Horace: *The Children's Book.*

(The) Turtle Who Couldn't Stop Talking.—Babbitt, Ellen C. (tr.): *Jataka Tales.*

## STORIES

*Adventures of Peter and Lotta.*—Beskow, Elsa.

*Alice's Adventures in Wonderland and Through the Looking Glass.*—Carroll, Lewis.

*Black Beauty*.—Sewell, Anna.

*Black Face*.—Bell, Thelma H.

*Beautiful Joe*.—Saunders, M. M.

*Charlie and His Kitten, Topsy*.—Hill, Helen.

*Charlie and His Puppy, Bingo*.—Hill, Helen.

(The) *Country Mouse and the City Mouse*.—Bryant, Sara Cone: *Stories to Tell to Children*.

(The) *Deliveryman*.—Kuh, Charlotte.

(The) *Education of a Burro*.—Hogner, Dorothy and Nils.

(The) *Elephant's Child*.—Kipling, Rudyard: *Just So Stories*.

(The) *Engineer*.—Kuh, Charlotte.

*Epaminondas and His Auntie*.—Bryant, Sara Cone: *Stories to Tell to Children*.

(The) *Fireman*.—Kuh, Charlotte.

(The) *First Circus*.—Piper, Watty (ed.).

*Henny Penny or Chicken Licken*.—Scudder, Horace: *Book of Folk Stories*.

*Johnny Penguin*.—Bryan, Dorothy and Marguerite.

*Kees*.—King, Marian.

(The) *Little Engine that Could*.—Piper, Watty (ed.).

*Little Jeemes Henry*.—Credle, Ellis.

*Miki*.—Petersham, Maud and Miska.

(*The*) *Motorman*.—Kuh, Charlotte.

*Picture Book of Flying*.—Dobias, Frank.

*Pinocchio*.—Lorenzini, Carlo (pseud. Collodi).

(*The*) *Policeman*.—Kuh, Charlotte.

*Poppy Seed Cakes*.—Clark, Marjorie.

(*The*) *Postman*.—Kuh, Charlotte.

*Robinson Crusoe*.—Defoe, D.

*Runzel, Punzel*.—Donaldson, Lois.

*Story about Ping*.—Flack, Marjorie.

(*The*) *Story of Mrs. Tubbs*.—Lofting, Hugh.

(*The*) *Tail of the Sorry Sorrel Horse*.—Honness, Elizabeth.

*Timbertoes*.—Aldredge, Edna M., and McFee, Jessie S.

*Tim Tadpole and the Great Bullfrog*.—Flack, Marjorie.

*Tooky*.—Hader, Berta and Elmer.

(*The*) *Twins and Tabiffa*.—Heward, Constance.

*Velveteen Rabbit*.—Bianco, Margery W.

## CHAPTER SEVEN

### SOURCES OF RECOMMENDED MATERIAL

#### LULLABIES

Grahame, Kenneth

*Cambridge Book of Poetry for Children.* Putnam.  
\$2.50.

Hovde, Louise

*Cradle Book of Verse.* Doran. \$3.00.

A collection of lullabies and baby poetry

Moffat, A. E.

*Our Old Nursery Rhymes.* McKay. \$3.00.

A book of nursery rhymes set to music and charmingly illustrated. Contains all the old favorites.

Smith, E. S. (comp.)

*Book of Lullabies.* Lothrop. \$2.50.

A wide variety of lullabies including selections from different parts of the world.

#### FINGER PLAYS AND ACTION RHYMES

Hall, Mary Leora, and Palmer, Sarah Elizabeth

SOURCES OF RECOMMENDED MATERIAL 67

*Story Plays for Little Children with Music, Finger Plays and Rhythms.* Lothrop, \$1.50.

Poulsson, Emilie

*Finger Plays for Nursery and Kindergarten,* Lothrop. \$1.50.

Tileston, M. W.

*Sugar and Spice and All That's Nice.* Little. \$2.50.

Wright, B. F. (illus.)

*Real Mother Goose.* Rand. \$2.00.

PICTURE BOOKS

Adelborg, Ottilia

*Clean Peter and the Children of Grubbylea.* Longmans. \$1.50.

Amusing pictures with lilting verses describe how Clean Peter scrubs all the dirty children in Grubbylea.

Aulaire, Ingri and E. P. d'

*Ola.* Doubleday. \$2.00.

A modern story with colorful drawings depicting Norwegian life through Ola's travels and adventures.

Batten, H. Mortimer

*Animal Picture Book.* Nelson. \$3.00.

Beskow, Elsa

*Pelle's New Suit.* Harper. \$1.50. Platt. \$0.60.

The story of Pelle and how he earned a new suit of clothes made from the wool of Pelle's own lamb.

Brooke, L. L. (illus.)

*Golden Goose and the Three Bears.* Warne. \$2.00.

Two favorite fairy tales with Brooke's inimitable illustrations. The child's appreciation of art and humor is quickened by his portrayal of animals. He has also illustrated several other old nursery tales.

Brooke, L. L. (illus.)

*Johnny Crow's Garden.* Warne. \$1.75.

Humorous illustrations of the happenings in Johnny Crow's garden. A delightful "funny" book.

Caldecott, Randolph

*Hey Diddle Diddle Picture Book.* Warne. \$2.25.

Every child's library should contain at least one of these classics of which there are several. This includes The milkmaid, Baby Bunting, A frog he would a-woo-ing go, and The fox jumps over the parson's gate.

Chalmers, Muriel (ed.)

*Bible Picture Book.* Nelson. \$3.50.

Chares, R. H.

*A Roundabout Turn.* Warne. \$1.50.

A rhymed account of a toad's desire to see the world which he has heard was round. A ride on the merry-go-round satisfied him. The Brooke illustrations suit it perfectly.

Crane, Walter

*Old Mother Hubbard Picture Book.* Dodd. \$1.50.

Donaldson, Lois

*In the Mouse's House.* Albert Whitman. \$1.00.

SOURCES OF RECOMMENDED MATERIAL 69

Falls, C. B.

*A B C Book.* Doubleday. \$2.00.

Flack, Marjorie

*Angus and the Ducks.* Doubleday. \$1.00.

Flack, Marjorie

*Ask Mr. Bear.* Macmillan. \$1.00.

Frees, H. W.

*Farm Pets.* Rand. \$0.10.

*Four Little Bunnies.* Rand. \$0.10.

*Four Little Kittens.* Rand. \$0.10.

*Four Little Puppies.* Rand. \$0.10.

Hader, Berta and Elmer

*Farmer in the Dell.* Macmillan. \$2.50.

This is a description of life on the small farm during the different seasons. The labors and amusements are told in a few words. There is an attractive illustration on every page.

Ivimey, J. W.

*Three Blind Mice.* Warne. \$1.00.

Lenski, Lois

*Alphabet People.* Harper. \$2.50.

Lindman, Maj

*Snipp, Snapp, Snurr and the Red Shoes.* Albert Whitman. \$1.00.

Lord, I. E.

*Picture Book of Animals.* Macmillan. \$2.50.

This collection of excellent photographs of wild and domestic animals and birds from all parts of the world is of educational value to all children.

Lord, I. E.

*Second Picture Book of Animals.* Macmillan. \$2.50.

This includes pictures of the more familiar domestic animals.

Olfers, Sibylle von

*When the Root Children Wake Up.* Stokes. \$1.50.

This is the story of the flowers and plants from the time they are awakened by the Earth Mother in the spring until they hurry back to her for shelter in the fall. The illustrations are charming.

Sewell, Helen

*A B C for Everyday.* Macmillan. \$1.50.

Smith, E. B.

*Farm Book.* Houghton. \$3.00.

An educational and colorful picture book of farm life.

Smith, E. B.

*Story of Noah's Ark.* Houghton. \$3.00.

Amusing story of the animals at the flood.

*Three Little Kittens.* Linen, No. 753. Platt. \$0.60. Linnette. Gabriel. \$0.60.

## RHYMES

Anderson, Anne (illus.)

*Old Mother Goose.* Nelson. \$1.00.

## SOURCES OF RECOMMENDED MATERIAL 71

Chute, M. G.

*Rhymes about Ourselves*. Macmillan. \$1.50.

A collection of short poems suitable for very young children. There is plenty of rhythm and the subjects are familiar to little folk.

Cox, Palmer

*Brownie Books* (9 v.). Century. \$1.75 ea.

The adventures of the Brownies told in rhyme, with each book well illustrated. Humor will appeal to the children.

Hader, Berta and Elmer

*Mother Goose Picture Book*. Coward. \$3.50.

Headland, I. T.

*Chinese Mother Goose Rhymes*. Revell. \$1.75.

An excellent collection of rhymes set to music. The music is based upon Chinese themes by Bainbridge Crist and the translations from the Chinese are by Isaac Taylor Headland of Peking University.

Ivimey, J. W.

*Three Blind Mice*. Warne. \$1.00.

A rollicking version of the old tale, whimsically illustrated in colors and black and white.

Lear, Edward

*Nonsense Songs*. Warne. \$3.00.

Humorous verse full of rhythm.

Moffat, Alfred Edward

*Our Old Nursery Rhymes.* McKay. \$3.00.

Neidlinger, W. H.

*Small Songs for Small Singers.* Schirmer. \$1.00.

Old rhymes set to music.

Tileston, M. W.

*Sugar and Spice and All That's Nice.* Little. \$2.50.

A collection of rhymes and verses a few of which are suited to the little child, but most are for the older group.

Untermeyer and Mannes (eds.)

*New Songs for New Voices.* Harcourt. \$5.00.

An excellent collection of rhymes set to music.

Welsh, Charles (comp.)

*Rhymes from Mother Goose.* Heath. \$0.76.

A book of familiar nursery rhymes which includes finger plays and is of particular interest to small children. An inexpensive edition, not illustrated in color, but convenient for the parent to use with a child.

Wright, B. F. (illus.)

*Real Mother Goose.* Rand. \$2.00. Rand. \$0.10.

The large illustrations in their bright colors make these books especially attractive for the younger children.

## POETRY

Bergengren, Ralph

*Jane, Joseph and John.* Little. \$2.00.

## SOURCES OF RECOMMENDED MATERIAL 73

Rhymes of three children by themselves telling what they did and thought. Attractively illustrated in color.

Browning, Robert

*Pied Piper of Hamelin.* McCracken illus. in color.  
Albert Whitman. \$1.00.

Browning, Robert

*Pied Piper*, retold by W. C. Wadsworth. Rand. \$0.10.

The old story of the children who followed the Piper and never returned.

De La Mare, Walter

*A Child's Day.* Holt. \$1.75.

Humorous verses about events in the day of a little girl's life.

Edgar, M. G.

*Treasury of Verse for Little Children.* Crowell.  
\$1.50.

Field, Eugene

*Lullaby Land.* Scribner. \$1.75.

A collection of poems full of delightful nonsense and delicate fancy which will appeal to imaginative children and tend to stimulate the imagination of the realistic child.

Fyleman, Rose

*Fairies and Chimneys.* Doubleday. \$1.25.

Light, gay poems which seem to have captured the spirit of childhood.

Grahame, Kenneth

*Cambridge Book of Poetry for Children.* Putnam.  
\$2.50.

Greenaway, Kate

*Marigold Garden.* Warne. \$2.50.

McGuffey, W. H.

*Second Eclectic Reader.* American Book. \$0.48.

Milne, A. A.

*Now We Are Six.* Dutton. \$2.00.

Poems which appeal to all children.

Milne, A. A.

*When We Were Very Young.* Dutton. \$2.00.

Poems for younger children; enjoyable for the rhythm.

Moore, C. C.

*'Twas the Night Before Christmas.* Houghton. \$1.00.

The well-known poem, attractively illustrated by Jessie Wilcox Smith.

Riley, J. W.

*Child Rhymes.* Bobbs. \$1.00.

Poems about nature and children which are excellent for reading aloud.

Stevenson, R. L.

*Child's Garden of Verse.* Scribner. \$1.50. Rand.  
\$0.60. Rand. \$0.10.

## SOURCES OF RECOMMENDED MATERIAL 75

These poems are a necessary and welcome part of every child's poetic background.

Tileston, M. W.

*Sugar and Spice and All That's Nice*. Little. \$2.50.

### FABLES AND FAIRY TALES

Aesop

*Baby's Own Aesop*. Warne. \$1.50.

Rhymed fables with humorous illustrations.

Aesop

*The Herford Aesop*. Ginn. \$0.52.

A rhymed and comic interpretation of Aesop's fables.

Andersen, H. C.

*Fairy Tales*. Lippincott. \$2.50.

Contains thirty-four tales of interest to younger children.

Babbitt, E. C. (tr.)

*Jataka Tales*. Century. \$1.25.

Animal stories of Hindu folklore, as clear and simple as Aesop, with a high ethical value.

Deming, Edwin

*Children of the Wild*. Stokes. \$1.75.

Indian folklore clearly told. There are several "why" stories and other stories of animals showing their cleverness and helpfulness. Colorful illustrations.

Grimm, Jacob and Karl

*Fairy Tales.* Rand. \$1.00.

A collection of Grimm suitable for older children. These old tales will require careful retelling by the mother.

Lefevre, Felicite

*The Cock, the Mouse and the Little Red Hen.*

Macrae. \$1.00.

A perennial favorite with the children who delight in its repetition.

Lefevre, Felicite

*The Little Grey Goose.* Macrae. \$1.00.

A cumulative story of the little white duck who lost her yellow shoes and stockings.

Scudder, H. E.

*Children's Book.* Houghton. \$4.00.

Turpin, Edna

*Classic Fables.* Merrill. \$0.60.

Most of the fables are from Aesop; some are of later date; all are classics. The language is very simple and clear.

## STORIES

Aldredge, Edna M., and McKee, Jessie S.

*Timbertoes.* Harter. \$0.80.

The story of a little wooden man and his family who live in a wooden world where boys can't go swimming for fear of warping.

## SOURCES OF RECOMMENDED MATERIAL 77

Bannerman, Mrs. Helen

*Little Black Sambo*. Stokes. \$0.50. Platt. \$0.60.  
Albert Whitman. \$0.65.

Little Black Sambo is a story the youngest child will enjoy and soon learn to repeat.

Beskow, Elsa

*Adventures of Peter and Lotta*. Harper. \$2.50.

The everyday adventures of Peter and Lotta will hold the interest of the children, and they will enjoy the illustrations by the author.

Bell, T. H.

*Black Face*. Doubleday. \$1.50.

The story of the experience of a little black-faced lamb who rode into town on the cowcatcher of a train.  
Quaint colorful illustrations.

Bianco, Margery W.

*Good Friends*. Viking. \$1.75.

Bianco, Margery W.

*Velveteen Rabbit*. Doubleday. \$1.00.

A toy velveteen rabbit becomes real because the boy loved him and said he was real.

Bryan, Dorothy and Marguerite

*Johnny Penguin*. Doubleday. \$1.00.

Bryan, Dorothy and Marguerite

*There Was Tammie*. Dodd. \$1.00.

The adventures of a scotty dog who had been left out of the plans for a family picnic but arrives just in time.

Bryant, S. C.

*Stories to Tell to Children.* Houghton. \$2.00.

Byron, May

*Little Small Red Hen.* Altemus. \$0.50.

Carroll, Lewis

*Alice's Adventures in Wonderland and Through the Looking Glass.* Appleton. \$2.50.

Chalmers, Muriel

*Farmer and His Field.* Nelson. \$0.25.

*Hosanna to the King.* Nelson. \$0.25.

*Jesus, Friend of Little Children.* Nelson. \$0.25.

*The Lost Coin.* Nelson. \$0.25.

*The Noble Man's Son.* Nelson. \$0.25.

*The Shepherd and His Sheep.* Nelson. \$0.25.

*Baby Moses.* Nelson. \$0.25.

*Isaac of the Tents.* Nelson. \$0.25.

*The Song the Shepherds Heard.* Nelson. \$0.25.

*The Star of the King.* Nelson. \$0.25.

*When Jesus Was a Baby.* Nelson. \$0.25.

Lovely little books with charming text and color illustrations.

Clark, Margery

*Poppy Seed Cakes.* Doubleday. \$2.00.

## SOURCES OF RECOMMENDED MATERIAL 79

Attractive story book of Russia which tells about Erminka, Andrewshek, and Auntie Katushka and the poppy seed cakes. The pictures are by the Petershams.

### Credle, Ellis

*Across the Cotton Patch.* Nelson. \$1.50.

*Down Down the Mountain.* Nelson. \$2.00.

*Little Jeemes Henry.* Nelson. \$1.50.

Unusual picture-story books of the North Carolina Mountains and of the South. Authentic American material.

### Defoe, Daniel

*Robinson Crusoe.* Altemus. \$0.50.

### Dobias, Frank

*Picture Book of Flying.* Macmillan. \$2.00.

The pictures show the development of flying from the earliest times to the present. A brief story is written for each picture.

### Donaldson, Lois

*Karl's Wooden Horse.* Albert Whitman. \$1.00.

A very well-illustrated story of Karl, a little Swedish boy who has an unusual wooden horse.

### Donaldson, Lois

*Runzel Punzel.* Albert Whitman. \$1.00.

### Du Bois, William Péne

*Elisabeth the Ghost Cow.* Nelson. \$0.75.

A humorous picture book of Switzerland and a gentle cow.

Flack, Marjorie

*Story about Ping.* Viking. \$1.00.

Ping is a Chinese duck who lives on a houseboat on the Yangtze River. The illustrations and his adventures make this book popular.

*Tim Tadpole and the Great Bullfrog.* Doubleday. \$1.00.

A well-told story with excellent illustrations of the development of a tadpole into a frog.

*Topsy.* Doubleday. \$1.00.

Topsy is a spaniel puppy who knows a good friend when he sees her, even through a shop window. After many adventures Topsy finally becomes Judy's little dog.

*Wait for William.* Houghton. \$1.25.

A merry picture story in which William is left behind because he must tie his shoes just right and ends by riding the elephant in the circus parade which all the children have gone to see.

Gay, Romney

*Cinder.* Grosset. \$0.50.

The search for Cinder, a little black kitten, whom Sue and Toby forgot to tuck into her basket one night, ended most surprisingly.

*The Funny Noise.* Grosset. \$0.50.

A delightful story in which Sue and Toby are puzzled by a funny noise which they have difficulty in locating.

Hader, Berta and Elmer

*Tooky.* Longmans. \$1.25.

## SOURCES OF RECOMMENDED MATERIAL 81

Tooky was a seal who became the pet of an Eskimo boy and was bought later by a man who trained him to lead a band of seals in a circus.

Heward, Constance

*The Twins and Tabiffa.* Macrae. \$1.50.

Tabiffa is a cat belonging to the twins who prized her more than ever when she saved the house from burning.

Hill, Helen

*Charlie and His Kitten, Topsy.* Macmillan. \$1.00.

Charlie, aged five, has many adventures with his animal pets. A sequel "Charlie and his puppy, Bingo" is also a favorite with children.

Hogan, Inez

*The Bear Twins.* Dutton. \$1.00.

Johnny and Jimmie, little twin bears decided they were big enough to go into the forest by themselves. Their adventures there made them glad to get back to their home.

Hogner, Dorothy and Nils

*The Education of a Burro.* Nelson. \$1.00.

Real Mexican life and an amusing story and pictures.

Honness, Elizabeth

*The Tail of the Sorry Sorrel Horse.* Nelson. \$1.25.

Pictures and story about James, a sorrel horse, who was justly proud of his tail.

Hurcum, Ambrosina.

*Sooty, An Aristocratic Cat.* Albert Whitman. \$1.00.

Sooty, a coal black kitten, after being rescued from a tall tree, finally finds the kind of home in which she can be happy.

Hurlburt, J. L.

*Story of the Bible.* Winston. \$2.00.

King, Marian

*Kees.* Albert Whitman. \$1.50.

The adventures of Kees, a little Dutch boy.

Kipling, Rudyard

*Just So Stories: The Elephant's Child.* Garden City.  
\$1.00.

Kuh, Charlotte

*Deliveryman.* Macmillan. \$0.25.

*Engineer.* Macmillan. \$0.25.

*Fireman.* Macmillan. \$0.25.

*Motorman.* Macmillan. \$0.25.

*Policeman.* Macmillan. \$0.25.

*Postman.* Macmillan. \$0.25.

Interesting picture books for children about the various people who form a part of everyday life.

Lenski, Lois

*Little Auto.* Oxford. \$0.75.

*Little Baby Ann.* Oxford. \$1.00.

Lofting, Hugh

*Story of Mrs. Tubbs.* Stokes. \$1.25.

## SOURCES OF RECOMMENDED MATERIAL 83

This humor story with its amusing pictures has ethical value in that it teaches kindness to animals.

Lorenzini, Carlo

*Pinocchio*. Lippincott. \$1.00.

An Italian story of a little wooden doll which becomes a real boy. He has a very prominent nose which grows when he's bad and shrinks when he's good.

Mulock, D. M.

*Adventures of a Brownie*. Macmillan. \$1.00.

Newell, Hope

*Little Old Woman Who Used Her Head*. Nelson.  
\$1.00.

Very funny stories to read aloud.

Olcott, F. J.

*Bible Stories to Read and Tell*. Houghton. \$2.50.

The King James version of the Old Testament has been used for the source of these stories. The editor has retained the Biblical style, changing only those words which children could not understand. This collection may be used also with the younger children.

Paull, Grace

*Four Friends*. Grosset. \$0.50.

Sport MacAllister and Mr. Soak, two little boys, had two good friends, Imso Grand, a rooster, and Charlie Waddle, a duck. Their adventures together interest the tiniest readers.

Petersham, Maud and Miska

*The Christ Child*. Doubleday. \$2.00.

*Miki*. Doubleday. \$2.00.



SOURCES OF RECOMMENDED MATERIAL 85

Smith, E. B.

*Farm Book*. Houghton. \$3.00.

Educational and colorful picture book of farm life. Other titles by the same author include Seashore Book, Railroad Book, Chicken World, and others of interest to children.

Saunders, M. M.

*Beautiful Joe*. Burt. \$0.75.

Sewell, Anna

*Black Beauty*. Grosset. \$0.50.

Talbot, Ethel

*Baby Animals*. Nelson. \$1.50.

Wadsworth, Wallace (ed.)

*The Three Bears*. Rand. \$0.10.

Wiggin and Smith (eds.)

*Tales from the Arabian Nights* (Aladdin; Ali Baba and the Forty Thieves). Scribner. \$2.50.

*Supplementary List of Contemporary Material  
which should be of help to the parent in  
instilling the love of books and reading  
from babyhood*

## THE FIRST TWO YEARS

Bertail, Inez

*Time for Bed.* Doubleday. \$0.50.

The end of Tony's day; his bath, supper and bed-time.

Burdakin, Harold

*A Child's Grace.* Dutton. \$1.50.

A picture book of thanks, simply, reverently told.

Dentler, Mame, and Fenner, Frank, Jr.

*Time to Eat.* Albert Whitman. \$1.00.

Photographs of things familiar to a child.

Elliott, Blanche

*Timothy Titus.* Doubleday. \$0.50.

The rhythm of this delightful picture-story makes it exceptional material for the tiny folk.

Evers, Helen and Alf.

*Little Goosie Gosling.* Farrar. \$0.75.

Story of a goose and his proud parents.

Evers, Helen and Alf.

*A Little Lamb.* Farrar. \$0.75.

The story of a happy little lamb who sometimes got into trouble.

## SOURCES OF RECOMMENDED MATERIAL 87

Evers, Helen and Alf.

*This Little Pig.* Farrar. \$1.00.

This little pig didn't like his curly tail.

Evers, Helen and Alf.

*The Plump Pig.* Rand. \$0.50.

The story of a pig, who did not want to be plump.

Flack, Marjorie

*Angus and the Cat.* Doubleday. \$1.00.

Children are delighted with this cat and dog story.

Gay, Romney

*Toby and Sue.* Grosset. \$0.50.

Toby, Sue, Cinder and Chalky spend a summer in the country.

Greer, Mary B.

*Fun and Health.* Albert Whitman. \$1.00.

A book of games and songs for fun and health.

Hartell, John Anthony

*Over in the Meadow.* Harper. \$2.00.

Especially attractive pictures with variations of an old nursery rhyme.

Keeler, Katherine S.

*Today with Dede.* Nelson. \$0.50.

Dede spends the day doing just what Mother does.

Keeler, Katherine S.

*Today with Tommy.* Nelson. \$0.50.

Tommy, Tags and Tra-la-la tell what they do in one day.

Lenski, Lois

*The Little Family.* Doubleday. \$0.50.

A little book about a little family.

Martin, Mary Steichen

*The First Picture Book.* Harcourt. \$2.00.

Photographs of the infant's familiar world.

Mitchell, Lucy Sprague, ed.

*Another Here and Now Story Book.* Dutton.  
\$2.00.

A collection of rhymes and stories about things interesting to the small child.

Mitchell, Lucy Sprague

*Here and Now Story Book.* Dutton. \$1.00.

Graded stories of the child's own environment, with suggestions for parents on reading for young children.

Newberry, Clare

*Cousin Toby.* Harper. \$1.50.

Jill and Gordon go for a visit and when they come back home they find a baby brother has come to live with them.

Nichols, Ruth A.

*Babies.* Macmillan. \$1.50.

Pictures by a world-famous photographer of children.

Pyne, Mabel

*From Morning to Night.* Stokes. \$1.25.

Simple pictures portray a baby's day.

## SOURCES OF RECOMMENDED MATERIAL 89

Sumner, Florence Gillette

*Let's Play with Fingers.* Albert Whitman. \$1.50.

Some old and some new finger plays illustrated by pictures interesting to the little child.

Towsley, Lena

*Peggy and Peter; What They Did Today.* Farrar. \$2.50.

Excellent photographs show the daily lives of these two children.

Towsley, Lena

*Sally and Her Friends; How They Played with Peggy and Peter.* Farrar. \$2.50.

Two children and their pets in a very short story and excellent photographs.

Walker, F. Marion

*The Little Red Chair.* Macmillan. \$1.75.

Everyday doings of very little folk in a collection of stories and pictures.

Wratten, Harriet

*Jo Anne Lives Here.* Albert Whitman. \$1.50.

A simple story of a little girl's day.

## FROM TWO TO FIVE YEARS

Aldis, Dorothy

*Everything and Anything.* Minton. \$2.00.

*Here, There and Everywhere.* Minton. \$2.00.

Poems that tell of some of the outstanding adventures of childhood.

Aldredge, Edna M., and McKee, Jessie F.

*Wags and Woofie*. Ginn. \$0.64.

The amusing story of the antics of two small puppies.

Association for Childhood Education. Literature Committee

*Sung Under the Silver Umbrella*. Macmillan. \$2.00.

Gay poems, with an appeal to children of preschool age through third grade.

Association for Childhood Education. Literature Committee

*Told Under the Blue Umbrella*. Macmillan. \$2.00.

A collection of 37 stories about child life told for small children with fine illustrations.

Association for Childhood Education. Literature Committee

*Told Under the Green Umbrella*. Macmillan. \$3.00.

A collection of stories, most of which are folk tales.

Baker, Edna Dean

*A Child Is Born*. Whitman Publishing Co. \$0.75.

A story of the Nativity, simplified for the very young child.

Bannerman, Helen

*Sambo and the Twins*. Stokes. \$1.00.

A favorite character, Little Black Sambo, in a new adventure.

Barrows, Marjorie

*Organ Grinder's Garden*. Rand. \$1.00.

A collection of verses by an author with a real understanding of a child's fancies.

Baruch, Dorothy

*I Like Machinery.* Harper. \$0.75.

VerSES for the small child who shows evidence of being mechanically inclined.

Beebe, Catherine

*Just Around the Corner.* Oxford. \$1.25.

Mother, Father, Sister and Brother set out to find the signs of spring so familiar to all of us.

Beskow, Elsa

*The Tale of the Wee Little Old Woman.* Harper. \$1.25.

A simple story, written for very young children, about an old woman and her cat.

Boesel, Anne Sterling

*Sing and Sing Again.* Oxford. \$2.50.

A new style of story set to music with delicate charm in the accompanying pictures.

Bracker, Charles

*Chester.* Messner. \$2.50.

Large colored pictures bring this lovable dog through the flower garden to you.

Brann, Esther

*Another New Year with Bobbie and Donnie.*

Macmillan. \$1.00.

A story of playtime with the twins, month by month throughout the year.

Brann, Esther

*Bobbie and Donnie Were Twins.* Macmillan.

\$1.00.

An interesting story about three-year-old twins and a birthday celebration.

Brate, Charlotte

*The Pony Tree.* Stokes. \$1.75.

A tale of the experiences of the Joy family.

Brock, Emma L.

*One Little Indian Boy.* Knopf. \$1.50.

The adventures of a little Indian boy who runs away from home.

Brunhoff, Jean de

*Story of Babar.* Smith. \$3.00.

An extremely humorous story about an elephant, with an appeal to all ages.

Bryan, Dorothy and Marguerite

*Friendly Little Jonathan.* Dodd. \$1.00.

Jonathan is one of the most ingratiating little Sealyhams to appear in children's stories.

Bryan, Dorothy

*Frisky Finding a Home.* Dodd. \$0.50.

Frisky gets into as much mischief as one can expect from a puppy.

Bryan, Dorothy and Marguerite

*Michael Who Missed His Train.* Doubleday.

\$1.00.

An entertaining story of an intelligent dog.

Carroll, Ruth

*Bounce and the Bunnies.* Reynal. \$1.25.

A dog's curiosity leads him to a rabbit's home where his rapid growth becomes a problem.

Coleman, Satis, and Thorn, A. G.

*Singing Time.* John Day. \$2.50.

Songs, so short and simple that they are suitable for the toddlers. Drawings for each song add to the book's beauty.

De Angeli, Marguerite

*Ted and Nina Go to the Grocery Store.* Double-day. \$0.50.

An ordinary errand, in story form, with attention to detail for the small child.

Donaldson, Lois

*Smoky, the Lively Locomotive.* Albert Whitman. \$1.00.

A story of a lively locomotive whose front axle hurt him.

Ets, Marie Hall

*Mister Penny.* Viking. \$1.00.

A delightful story of the animals who try to make life easier for Mister Penny, their master.

Evers, Helen and Alf.

*The Merry Mouse.* Farrar. \$0.75.

This little mouse is left all alone in the house where he lived—what he did to keep from being lonely is part of the story.

Flack, Marjorie

*The Restless Robin.* Houghton. \$1.50.

An especially well-written story of the robins' trip north.

Flack, Marjorie

*What to Do About Molly.* Houghton. \$1.00.

Molly goes fishing with her brother. When the clock in the steeple says it's time to go home—Molly has the fish.

Flack, Marjorie

*William and His Kitten.* Houghton. \$1.00.

William found a kitten. How he came to keep it adds an interesting touch to a familiar situation.

Flack, Marjorie

*Willy Nilly*. Macmillan. \$1.00.

Interesting pictures tell the story of a penguin who wanted to be different.

Freeman, Ruth and Harrop A.

*Chips and Little Chips*. Albert Whitman. \$0.75.

The story of a carpenter and his little helper.

Gag, Wanda

*Millions of Cats*. Coward. \$1.50.

The story of what happens when the kind old man brings home millions of cats.

Gramatky, Hardie

*Little Toot*. Putnam. \$1.50.

Little Toot is a frivolous little tugboat who proves he can do a good job.

Garbutt, Katharine

*Timothy*. Oxford. \$1.00.

A simple story of the fawn and other wild animals.

Hader, Berta and Elmer

*Cock-a-Doodle-Doo*. Macmillan. \$2.00.

The story of a little chick who came out of an egg in a duck's nest. Excellent pictures help to tell this delightful story.

Hardwick, Marjory Taylor

*On the Road*. Grosset. \$0.25.

Rhymes about trucks, tractors and trains with factual information for the modern child.

Harper, Wilhelmina

*The Gunniwolf and Other Merry Tales*. McKay.  
\$2.00.

Beautifully illustrated collection of tales.

Heyneman, Anne

*William Wigglewhistle*. Scribner. \$1.50.

While William is hunting for his dog, he encounters a butcher, a laundress, a giraffe, a seal, and a lion.

Heyward, DuBose

*The Country Bunny and the Little Gold Shoes*.

Houghton. \$1.50.

An Easter story, delightfully told, beautifully illustrated.

Hill, Mabel Betsy

*Big, Little, Smaller and Least*. Stokes. \$1.25.

An interesting story of four little sisters and their pets.

Hills, Verna

*Here Comes Peter*. Lothrop. \$1.50.

The story of a five-year-old boy and his doings throughout the year.

Hogan, Inez

*Elephant Twins*. Dutton. \$1.00.

An interesting story of the twin who ran away and the twin who tried to find him.

Hogan, Inez

*Kangaroo Twins*. Dutton. \$1.00.

Another of the delightful stories of the twins who are in and out of trouble.

Hogan, Inez

*Nicodemus and The Gang*. Dutton. \$1.00.

An amusing story in Negro dialect that tells of the antics of Nicodemus, Petunia and the rest of the gang.

Hogan, Inez

*Twin Kids.* Dutton. \$1.00.

A clever story in which the twin kids decide to become pets.

Horn, Madeline D.

*Farm on the Hill.* Scribner. \$2.00.

Stories of the farm with illustrations by Grant Wood.

Huntington, Harriet

*Let's Go Outdoors.* Doubleday. \$2.00.

A book of insects and other tiny creatures, with especially fine photographs.

Lathrop, Dorothy

*Hide and Seek.* Macmillan. \$1.50.

A nature story book to be read for real enjoyment, to be treasured for the illustrations by this gifted artist.

Lathrop, Dorothy

*Who Goes There?* Macmillan. \$1.50.

Two children plan a winter picnic in the woods for the animals.

Leaf, Munro

*Fair Play.* Stokes. \$1.50.

Simple lessons in citizenship for children.

Leaf, Munro

*Grammar Can Be Fun.* Stokes. \$1.25.

Rules of grammar illustrated in the cartoon style of this artist.

Leaf, Munro

*Manners Can Be Fun.* Stokes. \$1.25.

Manners taught in a humorous way.

Leaf, Munro

*Story of Ferdinand.* Viking. \$1.00.

Amusing story of a bull who wouldn't fight.

Lenski, Lois

*Sugar-Plum House.* Harper. \$1.00.

The story tells what happens when Timmy, the puppy, comes to live at Sugar-Plum House.

Lilienthal, Sophie

*Sails, Wheels and Wings.* Grosset. \$0.50.

Factual stories about "things that go."

Lindman, Maj

*Flicka, Ricka, Dicka, and the New Dotted Dresses.* Albert Whitman. \$1.00.

Three little girls as delightful as their predecessors, Snipp, Snapp and Snurr.

Lindman, Maj

*Snipp, Snapp, Snurr and the Magic Horse.* Albert Whitman. \$1.00.

A delightful story of three Swedish boys and a rocking-horse.

Miller, Jane.

*Jimmy, the Grocery Man.* Houghton. \$0.90.

Jimmy introduces his readers to the trade which holds much interest for youngsters.

Miller, Jane

*Dean and Don at the Dairy.* Houghton. \$0.90.

This boy and girl pass on to others the information gathered from a new experience.

Newberry, Clare

*Babette.* Harper. \$1.50.

A little girl earned the right to own this lovely kitten, Babette.

Newberry, Clare

*Barkis.* Harper. \$1.50.

Barkis is a spaniel so soft and lovable—one finds oneself touching the drawings to see if he is real!

Newberry, Clare

*Mittens.* Harper. \$1.50.

A kitten so marked by nature that he could have no other name!

Nichols, Ruth A.

*Billy.* Macmillan. \$1.75.

Events in a little boy's day shown in photographs.

Nichols, Ruth A.

*Nancy.* Macmillan. \$1.75.

Full page photographs show Nancy at work and play.

Potter, Miriam Clark

*Mrs. Goose and Three Ducks.* Stokes. \$1.25.

Fewer pictures than other mentioned titles, but the delightful nonsense bubbles throughout the text.

Potter, Miriam Clark

*Sleepy Kitten.* Dutton. \$2.00.

The kitten, itself, takes you through the pages of this lovely story book.

Potter, Edna, Compiler and Illustrator

*This Way and That.* Oxford. \$2.25.

Excellent illustrations with simple games and tunes.

## SOURCES OF RECOMMENDED MATERIAL 99

Read, Helen S.

*Jip and the Fireman.* Scribner. \$0.60.

Story of a dog who was adopted by a fireman, and his adventures.

Salway, Cecile and Billie

*Children on the Map.* Garden City. \$0.98.

Each page is devoted to the picture and story of the children of other lands.

Sewell, Helen

*Blue Barns.* Macmillan. \$1.75.

Farm adventures of two geese and some ducks.

Tousey, Sanford

*Cowboy Tommy.* Doubleday. \$1.50.

*Cowboy Tommy's Roundup.* Doubleday. \$1.50.

Boys will love to read of Tommy's visit to the ranch.

Washburne, Heluiz

*Little Elephant Catches Cold.* Albert Whitman.

\$1.00.

A funny little story of an elephant who has a cold.

Webb, Clifford

*Butterwick Farm.* Warne. \$2.00.

While looking for a lost doll, two children make many farm friends.

Wenden, Nadine

*The Freckle-Faced Bear.* Stokes. \$1.00.

A mischievous bear who didn't do as his mother wished!

100        THE BIRTHRIGHT OF BABYHOOD

Williamson, Hamilton

*A Monkey Tale.* Doubleday. \$0.75.

The life of a little monkey in the jungle.

Winchell, Dorothy

*Polly Parrot.* Albert Whitman. \$1.00.

Story of a parrot who did not like to take a bath.

Winchell, Dorothy

*Jocko.* Albert Whitman. \$1.00.

Tale of a monkey who gets into mischief.







LIBRARY OF CONGRESS



0 015 865 233 A